



THEOLOGICAL SEMINARY

Research Standards and Writing Manual



Theological Seminary Research Standards and Writing Manual



Adventist International Institute of Advanced Studies
Silang, Cavite, Philippines

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Foreword

This AIIAS Theological Seminary manual is a significant departure from previous AIIAS research and writing manuals. For the first time in the development of AIIAS manuals, this is a reference work from and for the AIIAS Theological Seminary alone. Previous editions were a joint venture between the AIIAS Theological Seminary and the AIIAS Graduate School. The majority of the principles and procedures are still the same but at this point, differences in governance structure, naming practices, and styles would make a joint venture cumbersome to update and to read. It is the hope of both schools that this path forward will allow each school to more quickly update this document and that the students find it easier to make use of the manual.

Despite the significant revisions, this manual is based on the invaluable work of Nancy and Shawna Vyhmeister, who wrote, collated, and edited the previous editions of this work. Their hard work in organizing and collating this research manual has assisted students for decades at AIIAS. Additionally, this current edition developed over many years and with the input of various scholars and editors. Special thanks goes out to Cristian Dumitrescu for his contributions, as well as the institutional editor Sheri Namanya for adding chapters on SBL style and updating the APA style chapters. Thank also goes out to Karole Mercado without whose organizational and design oversight this project would not have been realized.

It is the hope of all contributors that this work will assist students in their research and publications.

Eike Mueller, ThD
Editor

Introduction

Academic Writing, Style, and Format

Because of its importance in developing thinking skills, scholarly writing is a requirement for most graduate courses. It is also typically a part of the culminating phase of graduate work. Properly done, the writing in graduate school requires thinking, organizing, and evaluating information, synthesizing ideas, and original thought from the writer. It also requires a knowledge of referencing and formatting techniques that make the work more understandable to other scholars.

Since every institution has its own traditions and practices, each school has its own guidelines that detail how writing should be designed, conducted, approved, formatted, and edited. This manual documents the **scholarly writing procedures and format rules for the AIIAS Seminary**. It is intended as a guide for any written work connected with degree requirements, including term papers, research projects, theses, or dissertations. Students should work closely with their professors, academic program advisor, and/or project/thesis/dissertation research committee chair concerning any additional requirements that may apply.

Style Guidelines vs. *Theological Seminary Research Standards*

The difference between *style* and *format* is important in order to understand how one *Research Standards* document can be used in the Seminary, given the Biblical Studies and Theological-Historical Studies departments use SBL (Society of Biblical Literature) style, while the Applied Theology Department uses APA (American Psychological Association) style.

Style

Style dictates such matters as whether to use footnotes or in-text references, when to write numbers as words or figures, to capitalize, and whether to prepare a bibliography or reference list. When you begin to write, you and your research committee chair and/or committee must agree on the *style* to be used; that style must be followed throughout the document. Because style guidelines are designed for work that will be published in a variety of different locations, rules about title pages, placement of tables, and other details are inevitably different from the rules for institutional papers, where the document is already in its final form. The SBL and APA style manuals are the authority for everything NOT specified in the *Theological Seminary Research Standards* manual.

Format

AIIAS requires a certain *format* for all papers, dissertations, and theses (regardless of *style* chosen), which includes (1) margins and spacing, (2) the institutional title page, (3) the order and layout of preliminary pages, (4) placement of page numbers, (5) headings and subheadings, and (6) the display of tables and figures. *Theological Seminary Research Standards* lays out the AIIAS format requirements and introduces each of the two styles used on campus. It also presents other academic writing conventions and AIIAS research procedures and forms.

Before writing, you should acquire the style guide recommended by your department (the division is not strictly department-based: students doing Applied Theology may use APA style—check with your committee). In matters of format *not* specified in *Theological Seminary Research Standards*, follow the specifications of the style guide prescribed by your department.

Biblical/ Theological-Historical Studies

Society of Biblical Literature. *The SBL Handbook of Style*, 2nd ed. Atlanta: SBL, 2014.

Applied Theology

American Psychological Association. *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author, 2020.

Chapter 1

Various Types of Writing in the Educational Environment

Students write many different types of scholarly papers during their educational journey. Some of the most common are defined and differentiated in this chapter, and some basic criteria for evaluation are suggested. The *Term Paper* is generic for a writing assignment that gathers information from multiple sources and discusses and organizes it. Papers come in many varieties and lengths and have different characteristics and purposes.

For the purposes of this manual, scholarly writing and research writing are considered synonymous. All approaches to research/scholarship needs to include peer review by knowledgeable others and wide dissemination (publication). Dissemination includes publishing in the more traditional journals to books and the production of a wide variety of materials but also publishable broadly through seminars, e-portfolios, workshops, curriculum documents, or websites.

All papers should be in standard academic English, and be spell-checked and grammar-checked, at least by the computer. Students who are not native English speakers should also have their writing proofread by another person to ensure clarity and correctness. It is possible that part of the grade includes linguistic correctness. In any case, it is appropriate for students at the graduate level to hand in work that represents both careful thinking and careful editing. Dissertations, theses, and projects must pass the inspection of the AIIAS editor to see that they conform to all style and format specifications found in this book. Bibliographic reference tools are also required even though term papers do not require editor approval, they should be properly referenced and conform to the same style rules as a thesis or dissertation. Students needing assistance with writing skills, APA or SBL style, or computer formatting related to research can get free assistance from the Writing Center in the Library. The list below serves as an introduction to some of the common types of scholarly papers.

Research, in broad terms, is disciplined inquiry. Research is defined by its method. This method is defined, understood, and taught by members of the discipline. It is how members of the discipline, usually in writing, communicate the practice of the discipline. Secondly, the method is detailed and made transparent in their scholarly practice. Third, any production is vetted by knowledgeable others in the discipline. Four, it is widely disseminated.

Typical AIIAS Coursework Papers

- 1. Essay.** A class paper, typically from five to ten pages. The essay explores a topic in depth. The opinions of the writer may be prominent. References/footnotes are needed for all quotations, citations, or allusions. A reference list/bibliography (see definition p. 15) is usually required. An introductory paragraph/section charts the direction of the paper. Summary and conclusions appear at the end. The essay is typically judged on the following criteria:

Direction/problem clearly stated
Clear, evidence-based thinking
Coherent arguments/logical flow
Summary reflects main points in body of paper
Conclusions appropriate to body of paper
Appropriate referencing

- 2. Sermon.** A class paper, written as the basis for an oral presentation. The sermon may be prepared either in full written form or in a detailed outline form. The professor for whom the sermon is written may specify style, sources, topic, form, etc. All sources quoted should have appropriate reference notes. Illustrations (stories) must be included in full. The sermon should be ready for a person other than its writer to preach. Criteria for evaluation generally include

Interesting introduction
Clear biblical basis
Memorable by point
Logical development of main ideas based on biblical basis
Relevant practiced application
Reasonable and appealing conclusion

- 3. Research Term Paper.** A major scholarly paper written for a class assignment, from 15 to 40 pages, enough to cover the problem being considered. An introduction, containing the statement of the problem, purpose, delimitations, and/or presuppositions is obligatory. The paper must end with a summary of the major findings and the conclusions derived from them. References are needed for all quotations, citations, and allusions. A bibliography or reference list is required. The term paper is usually judged by the following criteria:

Clear statement of problem and purpose
Satisfactory coverage of topic
Critical thinking
Coherent thought flow
Conclusions logically derived from evidence
Documentation (referencing and bibliography)

- 4. Critical Book Review.** A class paper, usually one to four pages long, based on a book or article. It begins with a full bibliographical entry for the item discussed. If space allows, information should be given about the author. The book or article should be summarized with care so that the author's thrust is not distorted. After a summary, a discussion of the major points follows including a careful evaluation by the reviewer. The book/article may be discussed in terms of its usefulness to a certain discipline or situation, or it may be compared to another work. Criteria for evaluation include

Accurate bibliographical entry
Information regarding author
Summary of book/article
Convincing personal critique of book
Accurate, factual description of what the author said
Interpretation given based upon your experience with the content
Evaluation based on your knowledge and values
Themes, relationships, or connections you make to what other knowledgeable scholars have written or said

- 5. Case Study.** A paper, usually 10 to 30 pages long, especially used in applied theology. Its parts include an introduction (background), the written case, analysis of factors affecting the case (socio-economic, cultural, religious, organizational, etc.), interpretation of biblical-theological aspects of the case, synthesis of analysis and interpretation, and recommended action derived from the synthesis. Criteria for evaluation include

Clarity and precision of case presentation
Issues to be studied clearly derived from case
Coverage of related items in analysis
Depth of interpretation
Clear synthesis of analysis and interpretation
Integrative, application, educational (pastoral, administrative, etc.) action

- 6. Project.** A paper for a class (for culminating projects, see below), which usually involves planning, implementation, evaluation, and a write-up of the results. The project may take many different forms. All projects must be approved at the proposal stage. Field work is usually

required for a project and approval by the Ethics Review Board (ERB) committee is normally required. The writing of the project follows the same style of research writing as that required by other papers. The project is typically judged by the following criteria:

Clear introduction to the project
Significance of the project
Quality documentation on what was done
Logical statement of conclusions and recommendations

- 7. Exegesis Paper.** A major research paper based upon primary and secondary data written for a class assignment in biblical studies, typically from 20 to 25 pages. The purpose of an exegetical paper is to investigate the biblical text in its primary language (Hebrew, Aramaic, Greek) and demonstrate an understanding of the text through analysis and discussion of the main segment/s or the major theme/s in the text. For an example of an outline of an exegetical paper, see Appendix A. Criteria for evaluation include

Accurate analysis of the text (ancient backgrounds and literature, literary context and structure, biblical language, intertextuality, theology)
Coherence (construction of argument, reasoning, logical flow)
Creativity and originality (originality of thoughts, concepts, connections)
Expertise in secondary literature (interaction with secondary literature)
Relevance (implications relating to personal, life, church, community, etc.)
Style (clarity and style of writing, spelling, footnotes, bibliography)

- 8. Academic Journal Article.** A publishable article addressing a narrow and cutting-edge topic. An article usually is 20 to 30 pages in length. A journal article exhibits a very dense writing style that compresses the information of a full research paper into a tight, readable format. Introductory questions are summarized succinctly into an opening paragraph and an opening abstract captures in a few lines the problem and the resolution of the journal article. The purpose of the journal article is to present to the reader an original and innovative approach to a very specific problem, based on primary sources/material.

Insightful analysis of the text (ancient backgrounds and literature, literary context and structure, biblical language, intertextuality, theology)
Logical Coherence (construction of argument, reasoning, logical flow)
Creativity and originality (originality of thoughts, concepts, connections)
Fluid engagement with secondary literature
Relevance (implications relating to scholarship, etc.)
Refined Style (succinct and clear writing style, spelling, footnotes, bibliography)

Culminating Phase Writing at AIIAS

Action (or Practical) Projects

Projects normally produce something ready to use that is useful to you and others. A project might take the form of a book, a media development or a digital production, a curriculum, a seminar, or a workshop. Some projects include data collection and analysis; others employ a documentary or mixed approach. The results of the project should be significant to the existing body of scholarly endeavors and should furnish knowledge in which professional scholars will be interested. The practical project must reflect a high level of scholarship.

Each project consists of (a) a formal topic proposal; (b) the preparation and presentation of materials (if such is included in the design) and an analysis of the results—unless the project is

entirely of a historical, philosophical, or theoretical nature; and (c) the formal reporting of the entire undertaking, including the conclusions and implications of the study. Projects that include data collection may require additional controls, including approval by the ERB committee. Steps to follow in the execution of a project vary due to the flexible nature of the project: consult your research committee chair, and/or program director.

The project must be written in the AIIAS-approved *format* and *style* outlined in this manual. When the content of the culminating project or research has been approved by the committee, the format and style must also be approved by the institutional editor. The finished report must be published in some form (traditional print or electronic media, with peer review).

There are differences between the project in which the product developed is presented publicly, and the one that is only developed and not implemented. The first has a presentation and an evaluation. In the second case, no time is spent in formal presentation, therefore, the product (book, course outline) may be larger/more substantial. Done correctly, this type of reading, analysis, synthesis, and the development of a seminar or series of lectures is actually a form of research.

Program development. Program development often makes use of an action research design. The purpose of action research is to improve the program or practice by the person conducting the study. The following list of steps is for a program/curriculum/practice improvement study that is implemented and evaluated:

- Define the problem*
- Determine and describe the population*
- Set goals and objectives*
- Review the literature*
- Design the program*
- Prepare materials and resources*
- Implement the program*
- Evaluate the program*
- Write the paper*

Materials preparation. A book/media production might have chapters as follows:

- Chapter 1: Introduction.** Why this material is needed and the method used to prepare it
- Chapter 2: Review of literature.** Discuss similar programs and how materials were used
- Chapter 3: People for whom the material was prepared**
- Chapter 4: The book/media production.** Ready to print and/or implement. Includes instructions on how to use it
- Chapter 5: Summary and Conclusions**

DMin project. The culminating paper for DMin studies is typically approximately 125 pages long, excluding appendixes. It must apply theory and research to some area of church ministry. A typical project explores the theory for and implementation of an “in-ministry” project to benefit the church. Acceptable types of DMin projects include case studies, church growth studies, church planting projects, program development, strategies for evangelism, youth or small group activities, and theological issues in ministry. DMin projects may include fieldwork and/or the use of questionnaires and statistics. Evaluation criteria include

- Well-chosen problem, clearly stated in introduction*
- Clear purpose of study*
- Demonstration of knowledge of related literature*
- Creative application of theory to pastoral situation*

Careful design and implementation of program
Precise reporting and evaluation of program
Control of personal bias
Clear conclusions, reflecting problem and purpose, and solutions

DMiss/DIS Applied Research Dissertation. The culminating paper for DMiss degree is typically 150 pages long, excluding appendixes. The dissertation should address a missiological or intercultural concern in the area of world religions (i.e., Buddhist, Chinese, Islam, Hinduism, Animism), urban studies, or postmodernism and secularism. The DMiss/DIS applied research dissertation advances a theoretical component, such as Biblical, missiological, or social science research, and combines this with an empirical field study. The preferred research method is qualitative, using ethnographic, case study, action research, phenomenology, and other relevant designs. The dissertation should contribute to reaching to the unreached people groups, enhancement of cross-cultural mission, or developing models of engaging with people in different cultural and social contexts. Evaluation criteria include:

Well-chosen problem, clearly stated in introduction
Clear purpose of study
Demonstration of knowledge of related literature
Appropriate design/sampling methodology
Data analysis and theoretical discussion
Suggested strategy or model of mission
Control of personal bias
Clear conclusions, reflecting problem and purpose

Academic Theses/Dissertations

Research, in broad terms, is disciplined inquiry guided by a clear method. This method is defined, understood, and taught by members of the discipline. Secondly, the method is detailed and made transparent in their scholarly practice. Third, any production is vetted by knowledgeable others in the discipline. Fourth, it is made publicly available. For the purpose of this manual, research encompasses two aspects: the actual research (scholarship of discovery) and the presentation of the research based on integration, logical progression, argumentation, and presentation. Thus, a thesis/dissertation is not a compilation of research notes (discovery), but the presentation of a logical and persuasive argument of an original reflection on the topic in question in dialogue with scholarship.

A thesis/dissertation must reflect the student's own and original work. A committee is established to assist the student, but the major ideas, design, and analysis should come from the student. The goal of the thesis/dissertation is to develop researchers capable of working independently, not dependent on the ideas of a committee.

Thesis. A major paper containing original discovery, integration, application, implications for the completion of a master's degree. The length of an MA thesis is generally 100-150, excluding appendixes. The thesis must be concerned with some problem or questions in the student's area of concentration. It should be a contribution to the existing body of research and furnish knowledge in which the scholarly community is interested. The substantive content follows the ideas outlined in the proposal and includes the results, conclusions, and recommendations yielded by the study. The criteria for judging a thesis are

Well-chosen problem/purpose, clearly stated in introduction
Demonstration of knowledge of related literature
Appropriate design/methodology

Original thought that contributes to academic discussion
Concise summary of findings
Clear conclusions, reflecting research problem and purpose of the study

Dissertation. A major study, longer and more complex investigating more variables than a thesis, usually 200-300 pages long. A dissertation consists of original research contributing *new knowledge/practice* to the scholarly community. It seeks to answer a question, develop theory, or advance a position and sustain it by argument, not just present a collection of other people's discoveries. The literature review must be comprehensive in scope and represent all types of publications (articles, books, dissertations). A good dissertation consists of well-thought-out ideas expressed in meticulously chosen words. Logical coherence and progression and succinctness are essential components of a dissertation. Evaluation criteria include

Well-chosen problem/purpose, clearly stated in introduction
Significance of topic in contribution to the field/clear gap in scholarship
Demonstration of knowledge of related literature
Judicious use of scholarly sources
Control of personal bias
Knowledge of needed tools (foreign language, statistics, computer, etc.)
Logical sequence, unity of each section
Appropriate bridges between sections
Appropriate design/sampling methodology
Exploration of complex relationships/associations
Original thought that contributes to academic discussion/practice
Concise explanation and interpretation of findings
Clear conclusions, reflecting research problem and purpose of the study
Appropriate support for research questions

Chapter 2

Academic Writing Conventions

Scholarship has a long and proud heritage, and along the way it has acquired an incredible number of conventions as to how one should or should not write. This chapter presents many of these general standards for written work that apply to all academic papers.

Organization

Flow

The paper must follow a clear and logical outline. Topics should not recur in multiple locations. The arrangement of topics, paragraphs, and sentences must contribute to a clear understanding of the study.

Headings

Each section must display unity and coherence, and appropriate transitions should unite the sections. Each section, as well as the paper as a whole, must contain appropriate introductory and summary statements. A section divided into subheadings must have at least two subheadings.

Paragraphs

A paragraph is the basic unit of organization in a paper, consisting of sentences that support the topic (usually the first) sentence. The first line is indented 0.5 inch, and paragraphs typically contain five to eight sentences, but must have a minimum of three sentences.

Pointers

The introductory statement serves as a “road map” to the reader, showing the direction of the research in the section introduced; the summary statements close the section, reminding the reader of the most important findings. Conclusions are naturally derived from the evidence presented.

Writing Style

Clarity, Directness, and Simplicity of Expression

Eliminate jargons (e.g., SDA terms that only SDA Church members can understand or may mean something else to others) and wordiness. Make the paper clearly understandable to the reader/ evaluator. Be as direct as possible—state specifically what you mean, do not leave ideas half-explained, and do not waste words.

Avoidance of Power Words and Figurative Language

Power words attempt to convince by force rather than reason. Words like *wonderful*, *evil*, *solution*, or *exciting* push your reader to accept your argument based on passion rather than evidence. Research seeks to understand, not so much to convince. Figurative language should also be avoided; use literal academic language instead. Restraint is appropriate.

Correct Grammar

Correct grammar includes correct grammatical constructions. These include proper verb tenses, use of pronouns, and use of singular and plural, among many others. Other aspects of grammar must be considered: all items in a list must be parallel in form and, if they have verbs, these must be in the same tense; contractions must not be used at all; as much as possible, the passive voice should be avoided. Students whose mother tongue is not English may need to obtain editorial help.

Inclusive Language

Avoid discriminatory language that indicates prejudice against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age. Statements like *the woman judge*, *the black flight attendant*, or *the chairman* are better rendered as *the judge*, *the flight attendant*, or *the chair/chairperson*. Also, do not use *he* as if it were a neutral pronoun. Alternate genders (*he/she* or *he or she*; either but be consistent) or use plural pronouns. APA users may opt for the singular *they* (and variants), a generic third-person singular pronoun (e.g., Each participant signed **their** informed consent form).

Avoidance of Bias

Bias consists of drawing conclusions without proper evidence. It can be manifested in many ways in research: by failure to select the sample carefully, failure to seek opposing opinions on a topic, privileged treatment of certain sources, or by conclusions not warranted by the data. All forms of bias should be minimized in research and writing, or when unavoidable, declared openly.

Linking Words

Be careful not to overuse linking words. *Therefore*, *however*, *for example*, might be very important to connect some ideas, but the use of these words can be overdone. The sentence may actually be more effective without the artificial connector. It is rarely a good idea to begin a sentence or a paragraph with terms such as these.

Referring to Yourself

Do not use the editorial *we* (and variants; e.g., *We* did not carry out the research or make any conclusions). You may assume, however, that your reader is following along with you (e.g., “We now turn to” or “Let us now look at”). Writing in the third person (i.e., using “this writer,” “this researcher”) gives the impression that you did not take part in the research, or that you are distancing yourself from what you have done. Either use the first person (e.g., “I instructed the students” or “my calculations showed . . .”) or recast the sentence (“Students were instructed”). Writing “the researcher” or “this researcher” is generally no longer appropriate; however, some professors may still prefer this. Check with your research committee chair and, in any case, minimize references to yourself and keep the emphasis on the research.

Appropriate Verb Tenses for Research

1. **Active Verbs:** Use the active rather than passive voice as much as possible: “Johnson (2004) conducted a study” (active voice) is much more preferred over “A study was conducted by Johnson (2004)” (passive voice).
2. **Maintaining Tense:** Generally, one should maintain the tense unless there is a good reason to change it. Choose a tense and stick with it for at least an entire paragraph. Do not alternate between past and present unless there is a specific reason to do so. Exceptions to this rule are common, but they are exceptions.
3. **Reporting Results:** Research results of a specific study (including yours) are reported in the past: e.g., “Jones *determined* that . . .” “Table 5 shows that most people *liked* oranges.” The discussion that interprets data presented, extending the results beyond the sample and identifying principles, however, is usually in the present tense: e.g., “Jones (1963) *found* that children *do not like* interacting with hostile parents.”
4. **Reporting Ideas:** Ideas are often considered living or timeless, and therefore are referred to in the present tense: e.g., “Collins *suggests* that . . .” For that reason, present tense is often used when discussing ideas or generally accepted facts in the literature review. This is not always the case, however. Sometimes the idea has been replaced by something else, or the researcher has at some point changed opinions. If you discuss an idea that is dated, there is a

need to use past tense: e.g., “In 1885 Baker *concluded* that . . .” Present, present perfect, or past tense are all possible for discussing ideas, depending on situation, and the sense that the writer wishes to convey.

- 5. Keeping the Historical Perspective:** When you are writing, keep in mind your reader who will be reading your work in the future. For example, if you write “Today’s educators promote . . .,” consider how your statement may be understood in the year 2050. It is better to clarify such a statement with “Educators in 2009 promote . . .” or use a more specific time reference.

Consider carefully the historical perspective of your subject, especially in the literature review. Comparisons, agreements, or disagreements should be thought out very carefully. For example, it would be misleading to say that Brown, who died in 1920, disagreed with Smith, who wrote in 1965. It would be permissible, however, for Smith, in 1965, to express an opinion that disagrees with what Brown wrote in 1915. Also, because of the disparity of the dates, Brown and Smith can hardly concur with one another. It would be possible for Smith to concur with Brown’s opinion, however.

Another historical problem that confuses many non-Adventist readers is the dating of the writings of Ellen G. White. There may be a recent publication date which will be used in the bibliography or reference list; however, the original date of writing may be important to a historical setting or treatment. These original dates and names of publications are available through the Ellen G. White Center and can be used beside the version cited (e.g., White, 1915/1997) or placed in the explanation in the footnote.

Electronic Sources

Until recently, electronic sources have been considered less academic or less trustworthy than other sources. Today this is less true than before. Yet, not all Internet sources are of equal standing. *Wikipedia* may be a good starting point for information on a topic, but it should not be used as an academic source. Some peer-reviewed journals exist in print and online. Cite them as you would the print edition. Other equally valuable journals are only online. They must be documented as online materials. In using electronic databases be aware that copyright years often represent dates when software publishers acquired rights to historic resources, not the actual publication years of the authors themselves. At times print editions during the lifetime of the author will more accurately reflect the historical setting of the work and might be preferable to license purchase dates.

The documentation of online material must be done with the same (or greater) care as that of printed material. For information on referencing electronic sources, see the appropriate chapter (SBL or APA) in this document or the appropriate style manual.

Finding Quality Sources

When many sources are available, such as on the Internet, it is important for the writer to know how to judge which sources are more valuable than others and how to find and select higher-quality works. While it is not always easy to separate the wheat from the chaff, here are some general guidelines:

1. Choose more recent over older sources unless you are doing a historical study of early sources.
2. Choose refereed sources over those which are personally produced.
3. Prefer primary studies to secondary ones.
4. Choose recent journals over books (especially textbooks); they are newer and contain primary data.

5. Choose sources that cite others rather than those without any references or footnotes.
6. Prefer academic, exploratory writing to hard-sell sources trying to convince you of something or sell you something.
7. Look for data included in text that support the conclusions drawn.
8. Consider the author's credentials; choose a professor rather than a student.
9. Prefer academic sources over popular ones; choose a journal article over *Time* or *Newsweek*.

Crediting Sources

Introducing Quotations

The space before a quotation is prime territory and is often wasted or misused by beginning writers. Beginning a quote by saying “Hudson says that . . .” does not add any information. The quotation marks and the reference already communicate this. Use this space to say something important that gives more information. “Comparing students from wealthy communities to those from poor neighborhoods, Hudson concludes that . . .” The example above gives more information about the source—in this case, that the conclusion is based on a comparison of two groups of people. Words such as *says*, *comments*, *mentions*, and *writes* do not really say much about the relationship of the quoted material to the ideas you are discussing. When you quote, be sure **to add some value** to what is already there. Be sure that you understand what the writer truly intended. Do not say an author *argues* if he merely *suggests*. Do not say she *emphasizes* if the quotation was simply one of her many points. Be sure to rightly represent what the author meant. For that reason, *suggest* is often a favored term, as it is more tentative about your interpretation.

Discussing Quotations

Never let another author get in the last word (or the only word) about a topic. You are the author. Tell us what you saw in this quotation (rightly representing the author's meaning or intention). Quoting is not an exercise in cutting and pasting. Discuss the quotation, compare and contrast it with other sources. At all times, make clear to your reader who is speaking. If you do not give a reference, it is presumed that you are making the statement. If the idea comes from somewhere else, be quick to give credit. Do not quote more than necessary; trim the quote to the part that really applies to your study (use ellipsis marks if you leave out information from the middle of the quote).

Dealing With Secondary Sources

Sometimes, as you read one source, you find that the author quotes another source which you find interesting. This is a good way of finding additional material. *It is not, however, appropriate for you to quote this already-quoted material as though you had read the original source.* You read only one line or one paragraph of this work—it is not fair for you to judge the entire work based on such a small sample. Nor is it fair for you to put this source in your reference list, as if you had actually held it in your hands. If you can find the original text and read it, you may cite it as a primary source. If you cannot find the primary source, however, you **must** cite it as a secondary source, stating that you found Peterson's quotation in Gibson's book that you actually read. In this case, your reference will give the author of the quotation, as well as the article or book where you found it. Check the SBL or APA chapter for examples of how to cite secondary sources. Make sure to distinguish between what Peterson wrote and what Gibson wrote. Doing otherwise is deceptive and is a serious fault in research. Using too many secondary sources is also frowned upon. Finding the original sources shows you have done your research carefully.

Citing Abstracts

If you find an abstract but cannot access the complete article, you must cite it in your bibliography or reference list **as an abstract**, not as if you actually read the article. To do otherwise is considered deceptive and unethical. If the entire piece is important to your work, do your best to find it. If that is not possible, or the piece is not central, cite the abstract properly, showing that you only read the abstract. Using abstracts is good to get acquainted with a field, but it does not give you enough depth if you wish to examine the study in your review of literature.

Avoiding Plagiarism

Plagiarism is a serious research fault. In many educational institutions, plagiarism is cause for giving a failing grade in a class or even expulsion from a program. Plagiarism is an elegant name for using someone else's words or ideas as one's own. It is equivalent to intellectual thievery. For those who espouse a biblical point of view, plagiarism is condemned by the eighth commandment: "You shall not steal" (Exod 20:15, ESV).

At AIIAS, plagiarism has been considered sufficiently important for the faculty to take a public stand against it. The following document was voted as part of AIIAS academic policy many years ago, and was updated for this publication. Also note the plagiarism form (see Chapter 10) that must be attached to new submissions to the editor.

The software Turnitin ought to be used at least once prior to submitting your proposal and the final copy of your document. Turnitin is a helpful tool that can detect and indicate similarities to other texts. The library staff can assist you in learning how this software can assist your writing. Keep in mind, however, that Turnitin compares your document with electronic resources only to detect plagiarism. It will not detect and point out all plagiarized (intentional or unintentional) texts in your document.

AIIAS Plagiarism Definition

Research and writing are important aspects of scholarship at AIIAS. At the graduate level, research is not merely the collection of prior studies, but implies the creation of new knowledge. The research process entails the assimilation and evaluation of the results of prior research, as well as the extension of the information to include some new dimension. Students are responsible for giving proper credit whenever they are indebted to another author for either words or ideas. Failure to give such credit is a breach of academic integrity known as plagiarism. Plagiarism is not only unethical, it is also a violation of copyright law in most countries. For more information about copyright rules (see <http://library.aiias.edu/about-us/copyright>).

Plagiarism takes various forms:

1. Having someone write or editorially rewrite a paper, even if the student provides some of the key references.
2. Taking words from a written source exactly as they were found (a direct quotation) without enclosing them in quotation marks or giving credit to the original author in a footnote or in-text reference.
3. Creating a paraphrase in which the student expresses the author's ideas in his or her own words without giving proper credit.
4. Taking words from a written source, and changing one or two words to claim that it is a paraphrase rather than a direct quotation, thus making it appear that the words and ideas were the student's own. This is plagiarism even if a reference is given.

Leading the reader to believe that words and ideas written are one's own when they are not is against the principles of good scholarship, and is not permitted at AIIAS. All words and

ideas borrowed from a written source must be given credit in a footnote or in-text reference, depending on the style approved by the school for which the student is writing. Quoted words must be reproduced exactly as found and enclosed in quotation marks. In order to qualify as a paraphrase, the ideas of the original author must be accurately preserved, but using different words and expressions, not dependent on the sentence structure and vocabulary of the original author. Changing a few words in a sentence or paragraph is not sufficient to constitute a paraphrase. For those whose facility with the English language is limited, it is generally safer to quote exactly and enclose in quotation marks.

A research paper, however, should not be a string of quotations joined back-to-back. It is the student's responsibility to make the main flow of the text consist of his or her own expressions. Unless the professor announces differently, not more than one-third of the paper should be made up of other people's words. Students should be sufficiently familiar with the topic, after doing the requisite reading and research, to summarize the main points of the paper in their own words, reserving quotations for support and authority to back up assertions made. Thus the student will demonstrate individual learning and independent thought, which are marks of graduate scholarship. (*Voted by AIIAS Faculty, February 2010*)

Chapter 3

The Mechanics of Academic Writing

Mechanics has to do with all the little rules of writing, such as punctuation, spelling, capitalization, fonts, spacing, abbreviations, numbers, and such. The rules in this chapter will be especially useful for those writing a thesis, project, or dissertation, but most also apply to research papers for coursework. Many specific format rules are revisited in Chapter 8 under AIAS Standards.

Spell-Checker and Grammar-Checker

Computers provide tools for correcting typing and grammar errors, as well as levels of formality. Watch the green lines under words or phrases given by the grammar checker and the red lines under words given by the spell checker. Clear these up **before** you hand in your paper (make sure your dictionary is set to American English as prescribed by both APA and SBL). There are many optional settings for the grammar checker: in Microsoft Word, go to **Review/Spelling and Grammar/Options**. Check the things you want the computer to do (check them all if you wish). The grammar checker can be wrong, but it tends to be right more often than the language learner, so do not ignore it.

Format

Page Layout

Margins. For theses, projects, and dissertations, the left-hand margin must be 1.5 inches. All other margins must be 1.0 inch (the page number can be slightly below this—see *page numbers*, below). For term papers, margins are 1.0 inch on all sides.

Justification. Use a left justified, ragged right margin rather than a justified margin.

Font. A proportional, serif font is required for research like *Times New Roman*. *Proportional* means that a narrow letter like *l* takes up less space on a line than a wider letter, like *m*. *Serif* means that the letters have little lines added, like at the base and the top of the *N* or the bottom of the *p*. While not helpful for projection, these lines make printed text easier to read. Use SBL Hebrew font for all Hebrew text, and SBL Greek font for all Greek text. The fonts can be downloaded from here: <https://www.sbl-site.org/educational/biblicalfonts.aspx>

Page numbers. All pages are numbered at the bottom center of the page, approximately 0.9 inch from the bottom edge of the paper. Placement of numbers must be consistent. Pages that have landscape material have the page number in the same position and direction as all other pages. Pages in the appendix that *already carry numbers*, such as tests or instruments, are also numbered in accordance with the paging of your paper, but this number is placed just inside the margin in the bottom right-hand corner, within square brackets.

Line spacing. Research text is double spaced, and indented five spaces (0.5 inch) at the beginning of each paragraph, with **no** additional space between paragraphs. Numbered lists and tables can be single spaced if it improves readability. Further details relating to spacing are found in Chapter 8. There should be no unnecessary empty space at the bottom of a page.

Block quotations. A block quotation is a direct quote of five or more lines (SBL) or 40 or more words (APA). Block quotations are single spaced (SBL) or double spaced (APA). Block quotations are indented 0.5 inch from the left, the same as the first lines of paragraphs. Indent the first line 0.5 inch further if more than one paragraph is quoted. No blank line is added before or after (or between paragraphs of) a block quotation. Block quotations do not carry quotation marks before and after the quotation so materials quoted in the original are enclosed in double quotation

marks. If the quotation is in the middle of a paragraph, do not indent the first line of the text following the block quotation.

Line and Page Breaks

Headings. A heading should not be longer than half the page width (or 3 inches). If it cannot be trimmed, the heading should be divided at a logical grammatical point into two or more lines of similar proportions. An inverted pyramid shape should be attained.

Word division. In general, words at the ends of lines should be divided only when absolutely necessary, and then according to syllabication as shown in the dictionary.

Widows/orphans. The first or last line of a paragraph should not appear alone at the bottom or top of a page (widow/orphan). A subheading at the bottom of a page must have at least two lines of text below it; otherwise, the subheading should begin at the top of the next page. You may allow more than 1.0 inch at the bottom of a page in order to avoid “widow” and “orphan” lines.

Lists/enumerations

Parallel construction. Use parallel grammatical construction for items in a list.

Punctuation. In an enumeration within a sentence, use a comma to separate items unless items in the list contain commas; in that case, use semicolons. An identifying element (letter or number) should **always** be on the **same line** as the item.

Bullets. Numbers are preferably used for vertical lists

Numbering format. For enumerated items in separate paragraphs or vertical list, see pp. 76–77 of this manual.

Referencing

Every quotation, idea, or information taken from another source must have a reference to show its origin. In APA this is done using an in-text reference; SBL uses footnotes.

Bibliography vs. Reference List

It is important to ensure that all cited works be included in the bibliography or reference list at the end of the paper. SBL users may add sources used which were not cited specifically. For specific instructions on SBL and APA styles, see Chapters 6 and 7.

Quoting and Referencing

Copy direct quotes carefully and accurately:

1. Direct quotations from another author’s work should be reproduced word for word, including internal punctuation of the original source.
2. Enclose quoted material in double quotation marks (except in a block quotation).
3. Always check direct quotations against the original to ensure that there are no discrepancies.
4. If something is wrong in the original, copy it faithfully, and put [*sic*] after it to show that you found it like that in the original document.
5. If you add emphasis (italics) to the original, add [emphasis added] after the italicized word/s (APA style) or after the source of the direct quote in the footnote (SBL style). If it is already there, say [emphasis in original].
6. Use square brackets to enclose materials inserted in a quotation by some person

other than the original writer: e.g., Jones (2003) reported that “malnutrition is one of the [most] prevalent problems in the area” (p. 8).

Referencing. Every time more than three words from another source are used in your paper, they must be enclosed in quotation marks and a reference given, including page or paragraph number. If the source is from another person’s work and you cannot find the original, cite it as a secondary source.

Capitalization. The first letter of the first word of a quotation may be upper or lower case. If you weave the quotation into the syntax of your sentence, begin it with a lowercase letter even if the original began with a capital letter (no need to mark this change). If the quotation is set off syntactically by a comma, period, or colon, and is a complete sentence, begin it with a capital letter even if the original is lowercase.

White (1962) admonishes preachers to “dare not to preach another discourse until you know by your own experience, what Christ is to you” (p. 155).

These postulates are encapsulated in the twin queries on the incarnation: “Was it incarnation for the purpose of suffering unto death; or was it incarnation for redemption, symbolized in Christ’s death and resurrection?”¹

Mechanics

Punctuation

Period. Use a period at the end of a complete sentence. Use it to separate parts of a bibliographic entry and after all but the most common abbreviations.

Comma. Use commas between elements (including before words such as *and* and *or*) in a series of three or more items. Do not use commas for seriation within a paragraph or sentence if there are commas within the items; rather, use semicolons: e.g., The respondents were (a) mothers, 20–30 years old; (b) 3rd-grade students; and (c) teachers with 5 years teaching experience.

Colon. Use the colon after a clause to introduce a series of items only if the clause is a grammatically complete sentence: e.g., The following are ways to treat insomnia: (a) think about short-term HRT, (b) consider an alternative, (c) wick away the problem, and (d) chill out. Do not use a colon after an introductory phrase that is not a complete sentence, or after a verb to introduce a series of items: e.g., The respondents were (a) mothers, (b) 3rd-grade students, and (c) teachers with 5 years teaching experience. Also, use a colon in references between place of publication and publisher: e.g., Garden City, NY: Doubleday; New York, NY: Free Press.

Parentheses. Use parentheses (not square brackets) if you wish to explain something that does not fit with the grammar of your sentence. If it is a complex explanation, put it in a footnote. Parenthetical material within parentheses is placed in square brackets. Do not use parentheses back to back; rather, use a semicolon to separate the statements and enclose them in a single set of parentheses: e.g., (38.2%; Covey, 1987).

Hyphen (-). Hyphenate a compound with a participle when it is before the word it modifies (e.g., the *t*-test results, decision-making policies, up-to-date technology, middle-class houses, 4th-year students). None of these are hyphenated if they occur after the noun (e.g., the results from the *t* test, policies about decision making, the technology was up to date, students in the 4th year). Do not use a hyphen if a compound adjective cannot be misread or its meaning is established (e.g., grade point average). Self-compounds are always hyphenated regardless of whether they are used as an adjective or a noun (e.g., self-explanatory, self-study, self-confidence). To verify whether a term is hyphenated or not, see the latest edition of *Merriam-Webster’s Collegiate Dictionary* or *Merriam-Webster.com* (<https://www.merriam-webster.com>)

Em Dash (—). An em dash usually shows an interruption of the flow of thought (e.g., Beethoven’s music—unlike that of Mozart—uses emphatic rhymes); when used in pairs, dashes may replace commas. If you are typing in Word, the em dash will appear automatically if you type two hyphens simultaneously (without pressing the space bar), then continue typing.

En Dash (–). An en dash signifies *up to* and *through* and is used to connect continuing numbers (less often words) such as dates, times, and pages (pp. 33–44, 1989–2019). However, if the word *from* precedes the first number in the range, *to* should be used instead of en dash (e.g., from 1989 to 2019 **not** from 1989–2019). In Word, you may press option + hyphen on a Mac computer to generate an en dash or insert the en dash from the special characters section of the symbols tab on a Windows computer.

Ellipsis points. Three dots indicate omitted words in direct quotations within a sentence. For omitted words between sentences or paragraphs, use four dots; the first serves as the period for the first sentence (so it has no space before it): e.g., “Heaven would be to him a place of torture. . . . The glory of God . . . [is] a consuming fire.” Do not use ellipses at the beginning or end of a quotation, only when text is removed from the middle. SBL uses the precomposed or non-spaced ellipses characters (. . .). APA accepts both non-spaced (. . .) and spaced (. . .) ellipses characters, but only one style is acceptable in one document.

Apostrophe and Quotation Marks. Apostrophes and quotation marks should be curly (’) not straight ('). Be careful in copying texts from the web and pasting them in your document because the font style can be different from the one you are using.

Single quotation marks. Use single quotation marks to enclose text that was enclosed in double quotation marks in someone else’s work (or in a title of a study, an article, or a chapter). However, within block quotes, double quotations marks are used instead of single quotation marks. This is a secondary source (you did not read the original quote), and should be used sparingly. The source of the material in single quotation marks should not be put in your reference list, unless you had access to the original source and can verify it. In some fields, a specific word may be set off in single quotation marks, but this is not common.

Double quotation marks. Use double quotation marks to show every place someone else’s words are quoted directly.

1. In the text of a paper, use quotation marks to set off the title of a study, an article, or a chapter. Use italics for book and periodical titles. Follow specific style rules for reference list or bibliography.
2. Use quotation marks to introduce a word or phrase used as an ironic comment (first time only; e.g., the “home-schooled” children).
3. Use quotation marks to mark material from a survey item or verbatim instructions to participants (e.g., The item “parents influenced my decision to take up nursing” ranked least among the factors.)
4. Do not use double quotation marks to cite a letter, word, or phrase as a linguistic example, or to introduce a key or technical term; instead, italicize them (see Italics section below).
5. Do not use double quotation marks to show possible disagreement with a statement: do not use any punctuation with such expressions (e.g., the teacher rewarded the class; not, the teacher “rewarded” the class).
6. Do not use double quotation marks to identify anchors of a scale; instead, italicize them. Ex.: Answers were ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).
7. Commas and periods are always placed inside quotation marks; place other punctuation marks inside quotation marks only if they are part of the quoted material.

Possessives

The possessive of nouns are formed by the addition of an apostrophe and an s ('s). This rule also applies to nouns ending in sibilants and silent s, x, and z. For compound possessive phrases, the possessive is added to the final element only (e.g., John and James's father). However, if units function independently, the possessive must be added to each one (e.g., John the Baptist's and Jesus's disciples).

Spacing After Punctuation

General spacing. Use only one space between words, after commas, colons, and semicolons. There is no space before or after a colon in the expression of ratios.

Periods. Current usage puts only one space after a period (full stop). Abbreviations do not have any space after internal periods (e.g., a.m., etc., U.S.A.). Only one space after periods that separate parts of a reference citation and after periods in name initials.

Do not use a period after a statistical or metric symbol.

Hyphen. No space is used before or after the hyphen in hyphenated compound words.

Dash. No space is used before or after a dash (em dash/en dash).

Negative value (-). Use a hyphen with a space before but not after it (e.g., the total is -2.31).

Equals (=). Use a space before and after the equal sign: e.g., $SD = 1.27$.

Italics

Emphasis/clarity. In general, italics, particularly for emphasis, should be used sparingly. Italicize a new, technical, or key term or label (**do not italicize the term in subsequent use**); a letter, word, or phrase used as a linguistic example (e.g., the word *leverage* here is used to mean . . .); and words that could be misread.

Titles. Italicize titles of books and names and volume numbers of periodicals in reference or bibliography lists. Also, italicize titles of books and periodicals mentioned in body text.

Statistical symbols. Italicize all letters used as statistical symbols/abbreviations or algebraic variables, whether in body text or in tables: e.g., $p < .001$; ($M = 1.37, SD = 2.15$). Always italicize the letter "t" in t test and "p" in p-value.

Scales and scores. Italicize test scores and anchors of a scale: e.g., MMPI scales: *Hs, Pd*; answers ranged from 1 (*strongly agree*) to 5 (*strongly disagree*).

Foreign words. Italicize foreign (non-English) words and phrases, unless they have passed into common English usage (e.g., *per se*, *vice versa*; check with *Merriam-Webster's*). Transliterated foreign terms are also italicized.

Bold

Bold font is acceptable for certain headings in both APA and SBL. It is **not** indicated for any further use within the text of a research paper.

Capitalization

Capitalize proper nouns and certain theological terms. For the rules and a comprehensive list of examples, see SBLHS2 §4.3.6. These rules and examples apply to both SBL and APA.

Titles. Use title case for heading levels 1 and 2, table titles, subheading entries in table of contents, and title entries in list of tables and figures. Use full caps for chapter/section headings.

Title case. For APA, title case means capitalizing all nouns; pronouns; verbs; adjectives; adverbs; other words of four letters or more (including prepositions); both words in hyphenated

terms; and words after colon, semicolon, and dash. Prepositions of less than four words, articles, and conjunctions are not capitalized. For SBL, title case means all words are capitalized except articles, coordinating conjunctions, and prepositions. The first and the last words in the title and the subtitle are always capitalized in the footnotes and bibliography regardless of their part of speech.

References to literature. In body text, capitalize references to **titles of sections** within the same paper (e.g., see Chapter 4, Table 12, or Research Question 4) or references to titles of books, periodicals, among others. Do not capitalize nouns that indicate common parts of books followed by numbers or letters and nouns that precede a variable: e.g., column 4, page 39 of this thesis; trial n or item b.

Academic references. Capitalize names of university departments if they refer to a specific department within a specific university and academic courses if they refer to a specific course: e.g., *Biblical Studies Department*, *Adventist International Institute of Advanced Studies*, or *Biblical Foundations of Leadership and Ethics*; but do not capitalize generic titles: *any department wishing to participate*, *expositions and exegesis courses*, *any history course*, and people in position (president, dean, chair, etc.).

Tests. Capitalize exact, complete titles of tests: e.g., Kolmogorov-Smirnov Test; the words *test* or *scale* are not capitalized if they refer to subscales of tests: e.g., Minnesota Multiphasic Personality Inventory Depression scale.

Reference list/bibliography. For APA style, use sentence case in reference lists: capitalize the first word of titles of books and articles; proper nouns; words that are normally capitalized in the body text; and the first word after a colon, semicolon, or dash. For SBL style, use title case for these same items. In both APA and SBL, titles of periodicals are in title case.

Tables/figures. Use sentence case for figure titles and headings or text within tables and figures (also for heading levels 3, 4, and 5). Use title case for table titles.

Foreign Language in Text

A direct quotation in a modern foreign language is treated differently under different circumstances, depending on the complexity of the material. For example, in a class research paper at the master's level, the quotation is translated into English and the original is placed in a footnote (in APA style, it may be placed in parentheses). In a dissertation heavily dependent on foreign languages (notably French and German), it may be left in its original form, without translation. It is understood that scholars reading this complex material understand those languages.

Biblical languages are written in their own alphabets using the SBL font. Other ancient Near Eastern languages are transliterated according to agreed-upon schemes (see *SBL Handbook of Style* for details). The method chosen must be consistent throughout the text. For biblical languages, an English translation may be provided following the foreign script; enclose the translation either in parentheses or quotation marks, but only one style must be used consistently in the paper: e.g., "לֹא־בִּיְשׁוּבִי, לֹא־בִּיְשׁוּבִי" ("not to be shamed") or "לֹא־בִּיְשׁוּבִי" ("not to be shamed") or "not to be shamed (לֹא־בִּיְשׁוּבִי)". Make specific arrangements with your research committee chair. If a word or phrase is repeated many times within a few pages, only its first mention needs translation. Biblical language phrases or words in the title of a thesis or dissertation **must** use transliteration.

Numbers

Words. For APA, numbers one to nine should be written in words and for SBL, numbers zero through one hundred and their round multiples. Numbers higher than these should be written as numerals/figures. For APA, also use words for estimates of time (about four months ago), common fractions (one fourth), and any number that begins a sentence, title, or heading.

Figures. For APA, use figures for exact numbers for time (3:45) and measurements of time (4 days), dates (June 20), ages (3-year-olds), weights or measures (9.5 kilos, 2 in), mathematical/statistical functions (divided by 5, 4 times as many), and items in a numbered series (Level 3, Grade 6). For SBL, use figures for numbers that precede units of measure written in symbol or are abbreviated. Also, use numerals in the abstract of a paper, in tables, and in parentheses. For decades or other plurals, the correct form does not require an apostrophe (1980s, 10s, fifteens, sixes).

Statistics and Metrication

Statistics can be presented in text, in tables, and in figures. A general rule is that if you have three or fewer numbers, use a sentence; if you have from 4 to 20 numbers, use a table; and if you have more than 20 numbers, consider using a graph or figure rather than a table.

1. Do not give a reference or a formula for statistics in common use.
2. In tables and parenthetical elements, use a capital, italicized *N* to specify the number of members in a total sample; use lowercase, italicized *n* to specify the number of members in a limited portion of the total sample. **Do not use the statistical symbol** of the term in the text; use the spelled-out form.
3. Use lowercase Greek letters (not italicized) to represent population statistics; use italicized Latin to express sample statistics.
4. Use the percent symbol (%) only when preceded by a number (APA) or in tables. For SBL, write out the word unless it is in a table or in parentheses.

Abbreviations/acronyms

Acronyms should be used sparingly. Do not switch between an abbreviation and the spelled-out form. (For rules regarding the list of abbreviations in a thesis/dissertation, see p. 74.)

Introducing an abbreviation. Explain the term on its first appearance, with the acronym/abbreviation in parentheses: e.g., Seventh-day Adventist (SDA). Do not introduce an abbreviation if it will not be used at least three times. Add the abbreviation to the list at the beginning of the paper. An exception to this rule would be biblical books, which should follow the list in Table 3, and statistical symbols.

Plural forms. To form the plural of an abbreviation, add s without an apostrophe (SDs, vols.).

Latin abbreviations. The abbreviations *etc.*, *e.g.*, *i.e.*, *viz.*, and *vs.* may be used inside parenthetical information or in footnotes or in tables/figures, but not in the text. *Ibid.* is not used at all in APA style and not anymore in SBL style. *Et al.* is acceptable for use in parentheses or in text. Note that *e.g.*, *i.e.*, and *viz.* are followed by a comma, and *et al.* is followed by a period.

Restrictions. Never begin a sentence with a lowercase abbreviation, statistical symbol, or a numeral. Never use abbreviations in headings/main titles or as entries in a bibliography/reference list. Never abbreviate the term “United States” when it is used as a noun.

Abbreviations without punctuation. State names, books of the Bible, statistical symbols, academic degrees (MA, PhD), and all caps abbreviations (AD, BCE) do not require punctuation after them. Titles (Mr., Dr., etc.) do, and most other abbreviations do, as well.

Abbreviating state names. Use the two-letter postal abbreviations (no periods) for U.S. state names and Canadian provinces in reference/bibliography entries (for a complete list of the correct abbreviations, see Tables 1 and 2). If the state name or province is part of the text, write the whole word.

Some Useful Abbreviations

Abbreviations for US States and Canadian Provinces

In footnotes and reference lists/bibliographies, the names of the states in the United States and provinces in Canada (SBL only) are always abbreviated. Table 1 contains the two-letter abbreviations for each US state and Table 2 for each Canadian province.

Table 1

United States Two-Letter State Abbreviations

<i>Location</i>	<i>Abbreviation</i>	<i>Location</i>	<i>Abbreviation</i>	<i>Location</i>	<i>Abbreviation</i>
Alabama	AL	Kansas	KS	Ohio	OH
Alaska	AK	Kentucky	KY	Oklahoma	OK
American Samoa	AS	Louisiana	LA	Oregon	OR
Arizona	AZ	Maine	ME	Pennsylvania	PA
Arkansas	AR	Maryland	MD	Puerto Rico	PR
California	CA	Massachusetts	MA	Rhode Island	RI
Canal Zone	CZ	Michigan	MI	South Carolina	SC
Colorado	CO	Minnesota	MN	South Dakota	SD
Connecticut	CT	Mississippi	MS	Tennessee	TN
Delaware	DE	Missouri	MO	Texas	TX
District of Columbia	DC	Montana	MT	Utah	UT
Florida	FL	Nebraska	NE	Vermont	VT
Georgia	GA	Nevada	NV	Virginia	VA
Guam	GU	New Hampshire	NH	Virgin Islands	VI
Hawaii	HI	New Jersey	NJ	Washington	WA
Idaho	ID	New Mexico	NM	West Virginia	WV
Illinois	IL	New York	NY	Wisconsin	WI
Indiana	IN	North Carolina	NC	Wyoming	WY
Iowa	IA	North Dakota	ND		

Table 2

Canadian Provinces Two-Letter Abbreviations

<i>Location</i>	<i>Abbreviation</i>	<i>Location</i>	<i>Abbreviation</i>
Alberta	AB	Nova Scotia	NS
British Columbia	BC	Ontario	ON
Manitoba	MB	Prince Edward Island	PE
New Brunswick	NB	Quebec	QC
Newfoundland and Labrador	NL	Saskatchewan	SK

Biblical Book Abbreviations

The Seminary should use the biblical book abbreviations found in Table 3. They are written without periods. Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name alone is used. Do not use these abbreviations to begin a sentence, or within a title. When citing several Bible books or Bible references in the text, arrange them in canonical order. Also, a list of Bible references should be separated by commas if they are parallel (Gen 1:1, Exod 2:2–3, Dan 8:3) and by semicolons if they are unparallel (Pss 1:1, 90:9, 119:8; Jas 1:5, 7; Rev 14).

Table 3

Biblical Book Abbreviations

Gen	1 Kgs	Eccl	Obad	Matt	Phil	1 Pet
Exod	2 Kgs	Song	Jonah	Mark	Col	2 Pet
Lev	1 Chr	Isa	Mic	Luke	1 Thess	1 John
Num	2 Chr	Jer	Nah	John	2 Thess	2 John
Deut	Ezra	Lam	Hab	Acts	1 Tim	3 John
Josh	Neh	Ezek	Zeph	Rom	2 Tim	Jude
Judg	Esth	Dan	Hag	1 Cor	Titus	Rev
Ruth	Job	Hos	Zech	2 Cor	Phlm	
1 Sam	Ps (Pss)	Joel	Mal	Gal	Heb	
2 Sam	Prov	Amos		Eph	Jas	

Chapter 4

Research Roles and Responsibilities

This chapter deals with policies and procedures regarding the formation of research committees and the roles of each member of the team.

Research Committee Formation

The following policies govern the formation of research committees.

1. The thesis/project/dissertation committee chair will normally be an AIIAS faculty member and a member of the department/program in which the student is studying. Recommendations which do not follow this norm need the approval of the dean.
2. Research committee chairs need an academic preparation and qualification that is suitable for the research to be performed (this qualification includes having a doctoral degree if one is to chair a doctoral dissertation, and having been a member of at least two research committees before chairing one).
3. The committee composition may include members from another department (or from off campus), but at least two members of the committee must be members of the department/program in which the student is studying. Students desiring to include an external member/research committee chair need to realize that this may have financial implications involving travel expenses that they are responsible to pay for.
4. A thesis/project/dissertation committee of three should not include more than one person from the same family. If this is unavoidable, a fourth committee member should be added.

Research Roles and Responsibilities

As a student develops a project, thesis, or dissertation, several individuals cooperate. Primary to the endeavor, of course, is the student, who should not try to work entirely alone. The roles of those who work with student research are delineated in this chapter. For a chronological guide to student research responsibilities, see Appendix B.

Student

Even though a student has a committee to help with their research, the work is essentially the student's responsibility, not that of the research committee chair, methodologist, or editor. The student needs to take ownership and responsibility for the ideas, statistical design and analyses, grammar/editing, and scheduling of the thesis/project/dissertation. Student responsibilities include the following:

1. **Select a suitable topic.** The best topic can be found at the intersection of the research committee chair's research interests, the student's interest, emerging trends in scholarship, and contribution to the community.
2. **Submit well-researched and edited chapters.** Each chapter submitted to the chair needs to be a well-researched document that interacts with primary and secondary information astutely and includes logically cohesive arguments. Additionally, the student should not submit a first draft, but a personally edited and redacted version that makes use of standard academic usage of the English language in terms of syntax and sentences/paragraphs compositions.
3. **Initiate and continue communication with the committee.** Do not wait for them to come to you. Do not try to do the work, especially design, analysis, or strategy, without advice. If you have questions, ask.

4. **Schedule your work wisely.** AIIAS professors may be required to travel at times that are not convenient for research students. There are times of the semester when the editor and professors are very busy. Plan with your research committee chair how to make progress in spite of these potential obstacles. Agree with your research committee chair on a schedule, put it in writing, and keep it. Make sure that you always have something to do while your professors are traveling or reading your work, so that you can advance while waiting for feedback. This can include researching sources, writing new sections, or editing existing material.
5. **Be reasonable.** Professors ideally have 2 weeks to read and return your work. If you have planned your work, you will not hand a chapter to a professor on the day before his departure for a business trip. Plan ahead! Agree on the time you will hand in the paper and when you can expect it back. Keep your part of the agreement and negotiate with the professor about his/hers. If a professor fails to keep an agreement to return your work by a certain date, it is appropriate to ask when you may expect to see it. You may also enlist help from your research committee chair or department chair.
6. **Be responsible.** If you have not done what you agreed to do, do not make matters worse by skipping your appointment with your research committee chair. If you are having difficulties or do not understand something, **say so!** Do not, however, expect the committee to do your research statistics, analysis, or editing for you. **You** are the researcher—they are only guiding you.
7. **Use your committee wisely.** Your research committee chair is your liaison to the committee and will contact committee members when required. There are good reasons for following this advice. If committee members disagree about research procedures, or give you conflicting advice, let your research committee chair sort it out—this is not your problem. To avoid conflicts between different approaches, contact researchers or professors outside of the committee *only* in consultation with your research committee chair.
8. **Be respectful of lines of authority within the committee.** Even if a dissertation committee member is a great friend and very willing to help, the research committee chair is still the chair.
9. **Be realistic.** Most students take 2 to 4 hours of study and writing time for every finished page. Budget your time carefully. Do not submit a first draft to your research committee chair or committee, instead allow for enough time to reread your chapter and correct spelling, grammar, or logical mistakes. Research writing and editing are time-intensive tasks and always take longer than expected (see sample timelines in Chapter 5, p. 27). Do not expect your committee to work harder just because you did not carefully check your English, or took longer than expected to write something.
10. **Be persistent.** Once you have begun your research, you are required to register every term and to finish within the time allotted by your degree. Stay in touch with your research committee chair constantly, whether you are on campus or away. If you are discouraged or have a problem, talk to your research committee chair.
11. **Use software appropriately.** Documents need to be submitted to the Research committee Chair in Microsoft Word format, even if the student decides to use alternate programs for the writing process. If a software other than Microsoft Word is used, the student carries the responsibility for proper formatting, particularly in light of formatting errors. The use of bibliographic software as add-on/plugin to a word processor is also required. In subsequent edits, track changes should be enabled so that the committee can easily recognize the edited portions of the text. This expedites the exchange between the committee and the student dramatically. Additionally, Bible software and Turnitin can be helpful additions in the research and writing process.

Academic Program Advisor

The academic program advisor works with the student until the student has chosen a thesis/dissertation topic and a research committee chair and a committee has been formed. The major roles of the academic program advisor relating to research are the following:

1. **Academic advising.** Help students who plan to write a thesis/dissertation choose courses that will prepare them for their intended topic, in consultation with the respective department chair.
2. **Mentor the research process.** Encourage students to think about research topics from the very beginning of their coursework. Help them focus their ideas, and begin to write a short document (thesis/dissertation prospectus) to share with potential thesis/dissertation committee members.
3. **Let go.** Encourage the student to discuss research ideas with a variety of professors. Guide the student to those who might be interested in the topic. Once the committee has been approved, the research committee chair checks the stage of the research and dissertation progress, and the program director still registers the student.

Research Committee Chair

Research committee chairs are selected for their interest and expertise in the student's topic. The research committee chair is responsible for ensuring that the student meets deadlines, follows procedures, communicates with the committee, and completes the research (for a chronological listing of the research committee chair's responsibilities, see Appendix C). Major roles of a research committee chair include the following:

1. **Direct the thesis/project/dissertation committee.** The research committee chair, as the title implies, chairs the committee and facilitates communication among the members, calling for meetings as needed. The chair directs the student to share drafts of the research with specific committee members at the appropriate times. The research committee chair calls a meeting of the committee before a proposal approval or defense to be sure there is agreement that the candidate is ready. The research committee chair (in consultation with the committee) recommends to the program director and programs committee the possible dates, and suggested names for the external examiner for a doctoral defense.
2. **Provide quality control/content editing.** The research committee chair is primarily responsible for quality control of the content, methodology, and content editing of the student's document. The research committee chair does not pass on the student's research to the other members of the committee (even the methodologist) without reading and editing it first until fully satisfied with the quality of the work. The research committee chair works with the student and the editor throughout the study but especially at the end, to achieve a polished final product.
3. **Manage students' time.** The research committee chair should make contact periodically if the student does not "check in" voluntarily. The chair should keep a written record of dates of meetings and tasks assigned, in case of complaints about lack of progress from either students or sponsors. They should set regular appointments, give assignments and dates, and help students plan and use their time wisely.
4. **Be familiar with policies and procedures relating to theses/projects/dissertations.** Empirical studies need ERB approval. If AIIAS is the subject of the study, it also needs Administrative Committee (AdCom) approval. Policies include time limits for graduation, steps in the process, required sections of the thesis/dissertation, and APA/SBL format. For additional information, please check with the AIIAS editor, the Writing Center, or directors of research centers at AIIAS (Asia-Pacific Research Center, Ellen G. White Research Center, and Asian Studies Center).

5. **Be transparent about your schedule.** Let students know when you will and will not be on campus and available to them. If you cannot give the needed feedback in a timely fashion, negotiate with other committee members who may be willing to help.
6. **Provide feedback within a reasonable time.** Ideally, the corrected work should be returned to the student within 2 weeks, but students should also be reasonable and not ask for feedback before one week. Let the student know when to expect your feedback. Instruct the student on work that can be accomplished while waiting. Students need to understand that editing process is cyclical and often will need multiple submissions before it is approved. Succeeding edits usually take much less time than the two weeks for the first submission. The chair will often want to see edits and other changes suggested by committee members.
7. **Make sure students are registered.** Students in the research phase of their program must be registered continuously, or they should request a leave of absence.

Thesis/Project/Dissertation Methodologist

The methodologist position is especially important when theses, projects and dissertations are based on empirical research. The methodologist is usually a member of the committee, but could be the research committee chair in some cases. This person is chosen because of expertise in the design techniques and methodology used for the study. As a committee member, the methodologist reads the whole thesis, project or dissertation, but focuses on the method and data analysis chapters.

Thesis/Project/Dissertation Member

The research committee member is usually selected to lend expertise in some aspect of the topic being researched. The different perspective and support offered by this individual is extremely useful. The committee members collaborate closely with the research committee Chair to assist the student's progress and ensure a quality project/thesis/dissertation.

Internal Examiner

The fourth reader is chosen for his or her expertise in an area related to the research and to give the finished product a measure of interaction with related disciplines. The fourth reader is not directly involved in the production of the study and is, therefore, able to be more objective and see possible problems which might have been overlooked by those already very familiar with the study.

External Examiner

An external examiner is required for a doctoral defense. External examiners are chosen for their expertise in the field of the dissertation topic. They provide credibility to the process by having someone not connected to AIIAS evaluate the work which has been done. The external examiner provides benchmarking and ensures that AIIAS maintains the highest possible standards.

Institutional Editor

The institutional editor must approve a student's research before it is sent to the external examiner, and before copying and binding. The editor is accessed through the research committee chair, and any concerns about the editor's requested modifications should be discussed with the editor and the student's research committee chair. The editor's role in working with student research is primarily to **check** that the work is well done, **not to correct the student's mistakes**. For this reason, if the work has many errors, the editor will return it and wait for a revised copy before continuing to read. It is wise to work with the editor early to make sure this step does not cause delay in the completion process.

Chapter 5

Procedures and Timelines

The following guidelines apply mainly to culminating projects, theses, and dissertations. Because of the differences in procedures based on whether one is conducting research or a project, collecting data from human subjects or not, or conducting documentary or empirical research, these terms are discussed in detail at the beginning of this chapter. Follow the procedures outlined for the type of research selected.

Types of Research

At AIIAS, there are three basic types of research—projects, interpretive research, and research involving human subjects. The research process may vary based on the type of research being done.

Projects

Due to the practical and flexible nature of a project, the form that planning takes, while necessary before acceptance, may vary based on the specific project undertaken. The document presented for approval may be shorter than the one presented for a thesis or a dissertation. Some projects include empirical research, and may be subject to stricter controls (Ethics Review Board, full proposal approval) than others that are more documentary in nature. Consult your research committee chair and check for any specific departmental guidelines that may apply. The exact steps your project must follow will be determined by your committee when your topic request is approved.

Interpretive Research

Interpretive research (sometimes called documentary research) is typically done in the biblical, and theological-historical studies departments. Because of the nature of this type of research, the proposal is usually much shorter than for an empirical study, but the research itself may take longer. ERB approval is not generally necessary, and the organization of chapters is slightly different from that of a study involving human subjects.

Research Involving Human Subjects

Human subject research (sometimes called empirical research) is usually done in the applied theology department; it includes the collection and analysis of data. Because this process usually involves the selection/ development of instruments and involves human subjects, certain ethical controls are necessary that are not required for interpretive research. The nature of quantitative empirical research requires a more complete proposal before data is collected while qualitative usually requires a shorter proposal as it is emergent and developmental in nature.

Types of Additional Approval

All projects, theses, and dissertations must go through departmental/program approval as a topic request. Theses/dissertations and **some** projects require a complete proposal, as well. Check with your research committee chair. Some studies also require the following approvals.

Administrative Committee

Any research that involves data collected on or about the AIIAS campus must secure AdCom approval. This can be requested any time after topic approval. It is, however, to your advantage to seek counsel from the administration as to the wisdom of conducting your study at AIIAS as early as possible in the research design process. Work with your research committee chair to prepare a short (not more than one page) but complete statement on purpose of the study, research questions, the nature and extent of the involvement of AIIAS personnel or students, the nature of the data to be collected, and the reason why you feel this is advantageous for AIIAS, or at least not

detrimental. Indicate how you will protect the privacy of those involved. The research committee chair should submit this request via the office of the Vice President for Academic Administration.

Ethics Review Board

Any study including empirical data must be presented to the Ethics Review Board (ERB) for approval before data can be collected. This is normally done at proposal approval time. Once the committee has agreed the document is ready for approval, it may be submitted for ERB checking. If any change is made to the methodology, an amended ERB document must be filed. ERB approval must be secured *before* data is collected.

Steps in the Research Process

The process outlined in Table 4 is for research done at AIIAS. Where empirical research and documentary research vary in the procedures, they are described separately. Table 5 summarizes the major steps in the research approval process for each different type of study.

Table 4
Steps in the Research Process

Step	Details
Choosing a topic	The student should read widely, talk informally with professors and friends, and experiment with multiple ideas before settling on one.
Choosing a research committee chair	The committee chair, selected by the department should be knowledgeable on the topic, interested in the research, and willing to serve. The student may write 1-2 pages about the envisioned research (a prospectus) to share with potential candidates for research committee chair. Contact your department for orientation on this point.
Topic request	The student develops a topic request with a proposed research committee chair and/or a mentor. This document is 5-6 pages long and details the scope of the study, methodology, and evidence that it will contribute new knowledge to the field. A proposed timeline for completion should be attached. The structure of the topic request may differ depending on methodology employed. Topic request is initially presented to the Department/Program Committees and forwarded if further approval is needed. Committee and topic are proposed by the Department and approved by the Programs Committee.
Administrative Committee approval (for research done at/about AIIAS)	If the study is about AIIAS or if data from AIIAS is required, permission must be obtained from AdCom. This is true for class-based research, faculty research, and theses/projects/dissertations. The need for AdCom approval will be determined at topic approval. Work with your research committee chair to make a request to AdCom if needed.
Writing phase	Once the approval phase is accomplished the student works chapter by chapter, first with the research committee chair, then with the other members of the committee, as directed by the research committee chair. Once approved and formatted or edited, it is wise to submit two or three chapters to the editor so that mistakes are corrected early, before they become habits.

Step	Details
Ethics Review Board (ERB) approval (empirical research)	All empirical research done by AIIAS faculty or students must be reviewed by the ERB. If it will not include human subjects, a waiver may be requested. The application is made after committee consensus that the document is ready for proposal approval. ERB approval must be secured before data is collected. If changes are made to the design, an amendment must be filed.
Proposal	<p>All research requires a proposal approval, but the form is different for quantitative and qualitative human subject research and interpretive research. The committee will meet to agree when a study is ready for proposal approval. The student presents and the committee asks questions (the public is not invited).</p> <p>Human subject research: The proposal consists of the complete first three chapters of the thesis/project/dissertation for quantitative studies. For qualitative studies the proposal is emergent and developmental and therefore shorter than a quantitative study. Permission to collect data is given by the research committee chair and methodologist after the proposal approval, once instruments are perfected. At least a week is allowed for the Dean to read the document presented.</p> <p>Interpretive: The first complete chapter, an outline and a working bibliography must be presented.</p> <p>DMin: A DMin proposal contains the problem to be solved, justification, rationale, approach, and end result. It will be partly interpretive, but may include human subject data as well (sometimes called mixed methods research).</p>
Editing	The research committee chair must approve all work that goes to the editor. A date for the defense is not fixed until the work has been fully edited and released by the editor for defense.
Pre-defense steps	The committee will meet when the work is nearing its conclusion to discuss its readiness for defense. Once fully edited, the defense date can be set. The paper goes to all the examiners. In the case of a dissertation, this includes the external examiner, who is given a minimum of 3 weeks to read it and prepare for the defense. During this time, a mock defense, preferably organized and implemented by the students with the assistance of the research committee chair, should meet. This experience is usually invaluable to the students holding the mock defense and the student defending the research.
Defense	At the defense, the completed work is presented to the <i>defense committee</i> (the public may be invited to witness this event). Examiners ask questions and usually suggest revisions. Minor revisions are supervised by the research committee chair; major revisions may require the entire committee to review the document.
Editing/copying/binding/ electronic submission	The chair indicates when the work should be sent to the editor for the final check, but does not sign the approval page until editorial approval is gained. The dean signs last, and this signature indicates approval for copying and binding, and electronic submission.

Table 5
Research Approval Comparison Chart

	Topic Request Approval	Research Committee Approval	Ethics Review Board*	Proposal Contents	Proposal Approval	Defense Examiners**	Signatures on Approval Page
MA Thesis	Department + Programs Committee	Department + Programs Committee	If data is collected	First chapter (+/-30 pp.) plus bibliography	Department Committee	3 + 1	4
DMin Project	Department + Programs Committee	Department + Programs Committee	If data is collected	Depends on the project	Department Committee	3 + 2	5
DMiss Applied Research Dissertation	Department + Programs Committee	Department + Programs Committee	If data is collected	Depends on the applied research dissertation	Department Committee	3 + 3	6
PhD Dissertation	Department + Programs Committee	Department + Programs Committee	If data is collected	First chapter (+/-50 pp.) plus bibliography	Department Committee	3 + 3	6
Thesis equivalent	Only w/2 profs		If data is collected	6 cred, 2 prof	Department Committee	2 + prog dir	N/A

*This step includes AdCom permission where necessary.

**This number includes the president.

The Editing Process

The editing process always takes longer than most students expect. This is partly because students are not generally experienced in the publishing process and have not learned to look at the details that make their work more readable and professional. In addition, many students are not native English speakers. One recommendation for getting work through the editor's office quickly is to submit a chapter for editing as soon as it is approved by the committee (with a soft copy for submission to a plagiarism-checking database). Learn from the chapter what errors to avoid in the rest of the document. **Remember** that you may *only* submit your work to the editor *via your research committee chair*. In some instances, such as when the research committee chair is off campus, you may submit your work directly to the editor with an email confirmation from your research committee chair. Projects and applied research dissertations are subject to the same editing process as theses/dissertations, so do not wait until the end to begin the process. This process continues until the student's work is ready for defense and for binding.

The AIIAS editor's work is the final step in what should be a series of revisions. Sources of aid to help students produce a document that will spend less time in the editor's office are

1. **Academic writing/research classes.** They include courses such as Academic Writing, Documentary Research and Writing, Applied Theology Research and Writing, Academic Composition, and Dissertation Proposal Seminar. This is the place to **learn** how to organize, reference, and format your writing.
2. ***Theological Seminary Research Standards and Writing manual.*** This is the final word for format.
3. **APA or SBL style manuals.** These have more details, and do not override the *Theological Seminary Research Standards and Writing manual* in terms of format (see p. 1 for the differences between style and format).
4. **AIIAS Writing Center.** This peer-tutoring facility has students who are talented in writing and editing, who can help you **for free** with organization, referencing, computer formatting tips, and other advice. Tutors are not editors.
5. **Research committee chair.** Your research committee chair may help you with issues of grammar and format, as well as organization and content. The document may not go to the editor until you and your research committee chair have made it as clean as you can.
6. **Format checklist.** Before the document goes to the editor, you need to check it against the checklist of common errors (see p. 112) and sign that you do not find these errors in the paper. It is faster to do this yourself than to wait 2 weeks for the editor to tell you the same thing.
7. **AIIAS editor.** This is the final check to make sure that you have an error-free document. The editor's office should be seen as a final check, not a place to send your document for formatting. If the editor finds more than 20 errors in your document, it will be returned to you for further editing. If you want to finish sooner, make your paper as perfect as possible **before** sending it to the editor!

Deadlines and Requirements

The scheduling of research is partly art, partly science. Some procedures have suggested times, and some of these times are fixed by regulation. Most of the early parts of the research work are flexible, limited generally by the student's dedication and ability. As the process draws to a close, however, the student has less and less control, as the process necessarily depends on the work of others for checking, editing, and feedback. Below is a list of non-negotiable requirements and deadlines.

Advancement to candidacy. A doctoral student applies for candidacy when all coursework is finished with a satisfactory GPA, and he or she has passed the comprehensive exam. DMin and DMiss students must have an accepted proposal, in lieu of comprehensives.

Continuous registration and leaves of absence. Students in the research phase are expected to remain registered continuously, whether they are on or off campus. A leave of absence, of no more than 15 months, may be requested through the student's program director. Students on leave do not have access to AIIAS faculty support or AIIAS Library services. See the *Academic Bulletin* for details and other options, such as the one-time extended registration policy.

Time to read and return a document to a student. Professors ideally have up to 2 weeks to read and return a document. If a professor does not meet this deadline, the student should check with the professor about the state of his/her work, or request advice/assistance from the Program Director and/or Department Chair.

Editing. By policy, the editor does not have to read a student's document if he/she finds more than 20 errors in the paper. The editor is expected to return a student's document after 2 or 3 weeks. If the editor has fewer papers to read, the turn-around time may be shorter, but students must count on the 2-3 weeks. This is for **every time** a document goes to the editor. Thus, if the paper goes to the editor 3 times before it is approved, 6 or 9 weeks will pass. For this reason, the document should be as nearly perfect as possible before the editor sees it.

Application for graduation. Application for graduation is the student's responsibility, and must be done 4 months before graduation, even if the student is uncertain whether he or she will complete in time for graduation. The *Academic Bulletin* gives the deadlines for application. If students cannot graduate on the date requested, they must reapply for a different date, but they will not be charged any additional fees.

External examiner reading time. A copy of the editor-approved project/dissertation is given to the external examiner, typically three or four weeks before the defense date. This date may be adjusted slightly, if necessary, to suit the schedule of the external examiner.

Defense date. The oral defense of a thesis, project, or dissertation must take place **at least four weeks** before graduation. These deadlines are published on the AIIAS calendar in the *Academic Bulletin*.

Final editing. Projects must go through the same editing process as a thesis/dissertation. Once thesis, project, or dissertation defense corrections are made, the document returns to the editor for final checking. If the defense takes place exactly 4 weeks before graduation (the last possible day), the student has only one week to get the approved changes to the editor. The editor then has 2 weeks to read the document and give final approval.

Approval page. A photocopy of the completely signed approval page (all corrections made, editor-approved, ready for copying/binding) must be given to the Registrar *no later than Friday, one week before graduation*. This is the rule **for all** research students.

Copying, binding, and electronic submission. There is no specific due date for handing in the bound copies that AIIAS requires as part of the research process. These copies must be handed in, however, along with the submission of the electronic document to the Library (via the editor), before the Clearance Form is signed, and the Clearance Form must be completed before you may collect your diploma (you can march and celebrate graduation, but you cannot get your actual documents until you complete the clearance form). A word to the wise is sufficient.

Overall deadline. AIIAS has a 10-year deadline, after which credits will expire and can no longer be used for an AIIAS degree. AIIAS also has a 4-year time limit for dissertation writing, starting from advancement to candidacy.

Defense Procedures

Policies

1. Once the research committee agrees that the research document meets suitable standards and is edited (i.e., ready for defense), the committee completes the first portion of the Defense Report form.
2. This form must be accompanied by two copies of the editor-approved defense-ready document. The research committee chair is then responsible for selecting and contacting an external examiner (for projects/dissertations) with approval of the Programs Committee, and setting a date for the oral defense. The defense date will not be set until an edited copy of the defense document is in the Dean's hands, and normally the date is not less than a minimum of 3 weeks after the copy is received.
3. In preparation for the oral defense, the research committee chair is strongly encouraged to hold a mock defense or pre-defense (usually organized and implemented by the students with the assistance of the research committee chair) with the candidate between 3 weeks up until 3 days before the public event.
4. The dean or program director moderates the defense, and prepares and brings the appropriate documents to the defense for signature: both the defense document and the approval page. The dean's office holds these documents until the revisions are completed.
5. When the dean's office turns in a copy of the completed approval page to the Registrar's office, the research work is considered officially completed.

Procedures

An oral defense is a public event that inspires the academic community through quality research work at AIIAS. To maintain the dignity of this formal occasion children are not generally allowed (except the candidate's family if they are at an appropriate age to be quiet) and participants are expected to remain silent in their seats for the duration of the defense. Entering or leaving the room during a defense is not proper behavior, except for an emergency.

The defense panel consists of the entire research committee, the internal/external examiner(s) (as applicable), and the presider. The presider is typically the dean or someone designated by the dean when the program director is not available. In rare exceptions when a panel member cannot be physically present, video conference or teleconferencing can be used, but a contingency plan must be in place in case of possible IT failure.

The presider reminds the audience of the following before beginning a defense:

- Turn off cell phones and any devices that might disturb the proceedings.
- No photographs or videos are allowed during proceedings.

During the preliminaries the presider introduces the candidate and each member of the defense panel.

A candidate will be invited to make a presentation of the research findings to the *defense panel*, which is **not to exceed 10–15 minutes** in the case of a thesis, and **15–20 minutes** for a project/dissertation. Two rounds of questions from the defense panel on the presentation and its underlying research will then be addressed to the candidate, providing opportunity for the candidate to respond to each question. The two rounds of questions should be limited to no more than 90 minutes. Questions should be objective and focus on the study. Members are to avoid personal opinions and informal comments of a personal nature.

Once the candidate responds to the questions, the open session of the defense is complete and the audience and candidate leave the room so that the Defense Panel can deliberate before they recall the candidate to deliver their evaluation.

Thesis/Project/Dissertation Defense Evaluation

The goal is that a thesis/project/dissertation defense is generally approved by consensus of all defense panel members according to the defense evaluation levels and criteria (see Table 6). If this is not possible, one dissenting voice may be allowed, at the presider's discretion. The reason for dissenting vote should be noted, and stipulations written as to how the issue must be addressed, if it cannot be entirely resolved.

The evaluation frequently requires revisions and these must be clearly identified on the Defense Report (attach a sheet if there is insufficient space). Both the candidate and the research committee chair receive a copy of this report. Minor revisions are supervised by the chair, however, individual members may request to see the changes made to the document; major revisions usually require the entire committee to review the document. A signature on the approval page waives the member's right to review the revisions later and entrusts the committee chair with this responsibility. A defense panel member may choose to withhold signature if he/she wishes to personally review the requested revisions. If the research committee chair is absent, another member may be designated to supervise the changes, and that individual does not sign the approval page until all the stipulated revisions are satisfied. The original Defense Report must be kept on file in the Dean's office. The original approval page is bound into the student's copy of the dissertation. Table 6 shows the criteria used for evaluating a defense.

Table 6
Criteria for Evaluating a Defense

Level	Criteria
Acceptance of the thesis/project/dissertation as presented	<ul style="list-style-type: none"> • Minor non-substantive editing only • No required deletions, insertions, or restructuring of the document • No required changes to the conclusions
Acceptance of the thesis/project/dissertation subject to revisions	<ul style="list-style-type: none"> • Deletion or insertion of sections of the study (e.g., additional footnotes or bibliographic entries, additional authors in the Review of Literature) • Editorial changes in foundational components (e.g., statement of the problem, significance, research questions, conclusions) • Methodological revisions/re-analysis of data • Addition of a chapter • Revision of the exegesis • Excessive minor corrections
Rejection	<ul style="list-style-type: none"> • Flawed research design • Irreconcilable problems with the results • Plagiarism • Candidate unacquainted with contents of the document and unable to respond adequately to direct questions on it

Note

- Approval date, as indicated on the approval page, is the date of final approval when all revisions have been satisfactorily completed and confirmed.

- A doctoral student technically remains a doctoral candidate until graduation (or Conferral by Personal Collection [CPC]), and may not officially use the academic title of “Doctor” until after graduation.

End of Thesis/Project/Dissertation to-do List

The end-of-thesis/project/dissertation to-do list begins with the signature of the AIIAS editor. Once the editing is completed, the remaining steps often happen in quick succession.

1. Bring the printed editor-approved document to the editor. The dean’s secretary will notify you when the approval page is completely signed. Note that the dean signs the approval page last, and his signature indicates approval for copying and binding, and electronic submission of your thesis/project/dissertation.
2. The dean’s secretary must submit a photocopy of the signed approval page to the Office of Admissions and Records *no later than Friday, one week before graduation*. At this point, your thesis, project, or dissertation is considered completed, and your name can be included among the graduation candidates.
3. Once you receive the approval page, insert it into its correct location in your document, and make copies of your research. Check *AIIAS Standards* (Chapter 8, p. 60) for details about quality requirements. The original is yours to keep; you must provide AIIAS with 5 copies of your thesis/project/dissertation. Extra copies for committee members are at your discretion.
4. Copying and binding of the research are the student’s expense. Bound copies are delivered to the:
 - Dean’s office (2) (one for the research committee chair)
 - Library (3) (one for the National Library)
5. All students who have defended their work publicly will need to provide an electronic copy of their research (in PDF and Word formats) to the Systems Librarian (via the AIIAS editor) for the AIIAS repository and to the Networked Digital Library of Theses and Dissertations (www.ndltd.org). This will make the study available to other AIIAS students and to other researchers throughout the world through online tools. If you feel for commercial purposes (2-year delay) or because of the sensitive nature of your study that it should not be made available, this must be arranged with the Dean of your school and the librarians. Such works would only be available on campus, and external links would show only the title and the abstract. Any request for external access to this work would be forwarded to the author. If, after a 2-week delay the author has not responded, the dean would be asked to make a decision.

You maintain full rights to your document, and you may publish it or use it in any way you like. The library has no rights beyond archiving it and making the text available to others. For information about how AIIAS recommends that you protect your document, see the section on Creative Commons Licensing on p. 65. Once you have received final approval and given your document to the library, you may not remove it from the AIIAS archives, or make any further changes to it. Anyone wishing to contact you about your research can do so through the library, who will forward any correspondence to your permanent e-mail address.
6. The following steps may be followed to prepare your document for electronic submission:

- a. Make sure your research is saved in a single file. If there are pages that were photocopied (e.g., permission letter), get them scanned and inserted such that the entire thesis/project/dissertation is contained in a single file.
 - b. Save your file as a PDF document. Use your surname and the year of graduation as the filename for your dissertation (e.g., Sim2022.pdf). Contact IMRC personnel or the Systems Librarian if you have difficulty with this procedure.
 - c. E-mail your file, or put it on a USB drive and take it to the AIIAS editor. The editor will check that the file is the same as your approved thesis/project/dissertation (bring this document for comparison), and will then forward it to the Systems Librarian. Once the Library has received the electronic copy of your thesis/project/dissertation **and** you have filled out the data sheet with your information, they will sign the clearance form. Once the file is uploaded, no further changes may be made in the electronic document.
7. In order to collect your diploma, and before leaving AIIAS, you need to complete the Clearance Form. Among other things, the Clearance Form requires you to have completed items 1-4 on this list, so it is important to do these without delay once your research is completed.

Additional Research Information

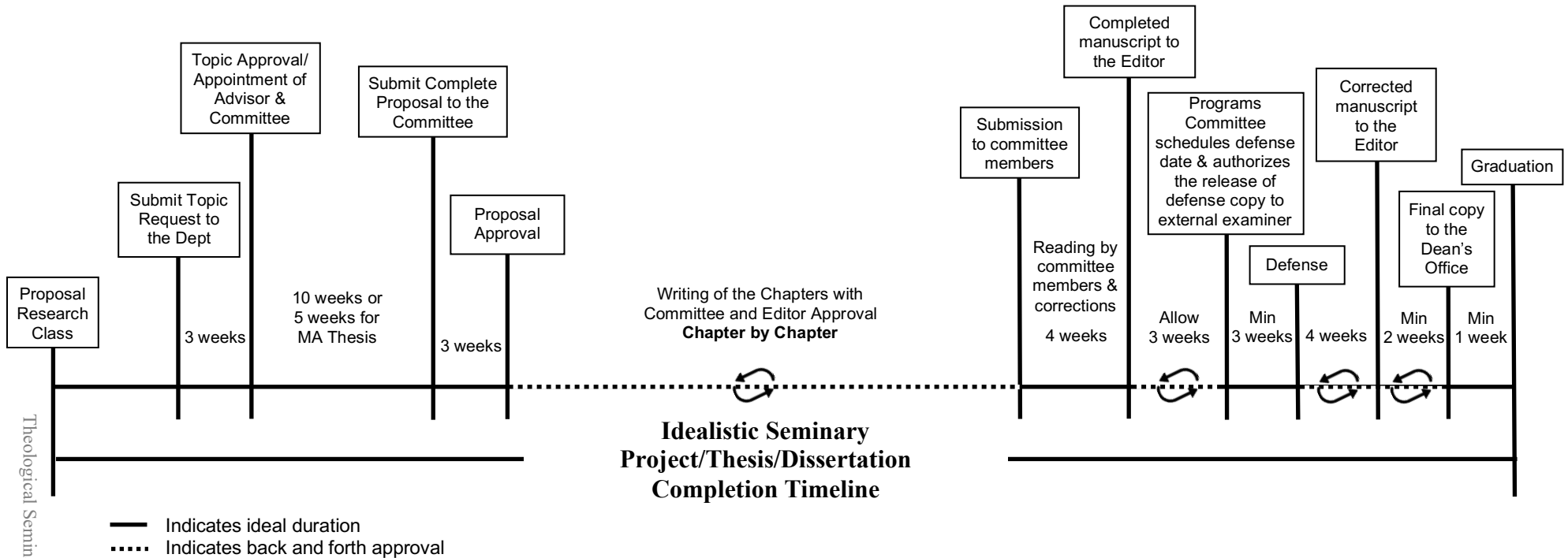
Research seminars/forums. Research results are meant to be shared. The Seminary provides opportunities for sharing research among friends and colleagues. Research seminars are scheduled periodically, and annual forums are also organized at times when students and faculty are free to attend. If you have research you feel could be shared with others, talk with your research committee chair and contact the organizers of the research seminars in your school. These are opportunities for professional growth that should not be missed.

Research journals. The Seminary publishes peer-reviewed research journals. This is an opportunity to hone your research skills by producing a publishable article. Book reviews and other shorter pieces may also be accepted. Thesis equivalent papers, or certain class papers may be considered for publication. Check with a professor who knows your work or contact the journal editor directly.

Additional guidelines. The Seminary PhD program has additional documentation detailing procedures and time scheduling for theses/dissertations. Consult your department chair or program director to find out what is available.

Sample Timeline

The following page contains sample timeline for empirical and documentary research. This timeline is based on typical student progress, and may vary by individual. Note that in order to graduate by a certain date, the first draft of the last chapter must be in the hands of the research committee chair as much as 5 months before graduation. Do not underestimate the time needed for the last stages of research writing.



This chart indicates idealistic or minimum time frames and should not be used as reflecting the average time for each step of the process.

Chapter 6

Introduction to SBL Style Footnotes and Bibliography

Footnotes

Every direct quotation (whether in the main text or in the footnotes) must have a reference. The reference number appears immediately after the quotation mark (when in the text) or at the end of the block. Other specific information, whether a direct quote or not, should also be referenced.

It is impossible for any manual to give detailed information to cover every type of reference. If you do not find what you need here, check with the latest edition of *The SBL Handbook of Style (SBLHS)*. If your paper requires specialized types of references that are not included in these manuals, work with your advisor to establish a format that you can maintain throughout the paper.

Students are required to use a reference management software for major papers like theses, projects, and dissertations. However, it will be beneficial for you to start learning and using one as early as your first courses so that you will have mastered it by the time you write your culminating research. AIIAS makes bibliographic software (currently Citavi and Zotero) available for students to use. The Leslie Hardinge Library has all the information and tutorials for these software. If you know or have other such software, however, you are free to use them. Again, **the use of a reference management software is compulsory, not voluntary**. However, as effective as they may be, they are still only software that require you to operate and supply it with information. Use it properly.

Format

1. Notes are below the text and not at the bottom of the page.
2. Type size is recommended to be 12 points and typeface is the same as the text.
3. Footnote number is superscript in text and superscript below.
4. Left alignment (ragged right edge).
5. Footnote is indented the same as the paragraph.
6. There should be a space between the footnote number and the footnote.
7. There is an empty line between notes.
8. Footnotes are numbered consecutively and start anew with every new chapter.
9. The footnote always begins on the page where the superscript number appears.
10. Unless a footnote is half a page in length, it should appear in its totality on the page where it is announced. This may require using a hard return to force some of the text to the next page.

Specific Content Matters

1. The first citation of an author's name should be written in full exactly as it appears in the bibliography entry. Follow the **Library of Congress entry** or similar on the bibliography page of most books. For example, the correct reference would be N. T. Wright, not Nicholas T. Wright nor Nicholas Thomas Wright. Even if the author's full name has already been mentioned as part of a sentence in the main text or in a footnote comment (content note), it should be repeated in full in the first footnote to a reference.
2. SBL style recommends in some cases the abbreviation of inclusive numbers or the omission of certain repeated digits (e.g., 207–9; 655–60). See *SBLHS* §4.2.4 and *The Chicago Manual of Style* (16th ed.), §9.60 for the comprehensive rules to follow.
3. When referencing the Bible, indicate the version used immediately following the reference, in parentheses (Josh 4:7, RSV; Matt 2:3, KJV). When only one version is used throughout the paper, you must declare this in the footnote to the first Bible reference. You may use different versions or only one version in one paper, but the latter is preferred. Bible references are

always cited in-text but a long list of Bible references (three or more texts) are best placed in the footnotes.

4. Whenever titles of materials (books, dissertations, articles, etc.) are mentioned, they should be given in full (i.e., main title and subtitle/s).

Guidelines for Preparing Footnotes

1. The first note to a reference includes author (or editor), title (full title, including subtitle), publication facts (words like *Press, Inc.*, or *Publishers/Publishing* are usually omitted), and the page(s) from which the material was taken. Every detail must reconcile exactly with the bibliography entry.
2. The full title of the book, including subtitle, should be used in the first entry, with first and last and all the important words capitalized (title case). A colon separates the title and subtitle, whether or not a colon is found in the original work; when there are two subtitles, use a semicolon after the first one. Both parts are italicized throughout; however, the punctuation mark following the title is not italicized. Titles of unpublished materials or parts of published works are enclosed in quotation marks, not italicized.
3. Subsequent notes should be shortened as in the samples below. Shortened titles should not be longer than four words and should be made up of key words from the main title (never the subtitle) in the order that they appear in the full title. Full titles with only four words or less should not be shortened. The same shortened title for exactly the same entry must be used throughout a paper. This format also takes the place of *ibid.* which is no longer used by both Chicago style and SBL style.
4. The author's full name should appear in the first footnote entry to a material, unless the author does not use a full name; then the initials are sufficient. Consult the **Library of Congress** (<http://catalog.loc.gov>) or **WorldCat** (<http://www.worldcat.org>). Additionally, an author with multiple entries in the bibliography must have his or her name written consistently, not in different forms, to avoid confusion. Similarly, the author's full name should be used the first time it is cited or mentioned in a sentence (e.g., Gordon D. Fee asserts that...; this is different from a footnote entry) which must be exactly the same with the name provided in the bibliography. Subsequent citations of the same author require only the last name, except in cases where there are several authors of the same surname cited or referenced in one paper (see rule no. 5 below).
5. When two or more authors with the same surname are cited and referenced, succeeding entries and citations for these authors must include the first name or first name initial (either, but be consistent) to distinguish between them.

¹ T. Matthews

² R. Matthews

³ W. Matthews

6. Each footnote entry must have a corresponding bibliography entry.
7. No footnote callout should be attached to any headings.
8. A content note (an explanation or amplification of textual matter) may be followed by its source in one of two ways: (1) The reference may follow the content note in parentheses, with the publication information in square brackets. (2) Introduce the reference in normal footnote style with "See" when placing it after the period and without parenthesis. See the following examples:

¹ Bissell points out the importance of consistence in the method of giving the reference for a content note (Juanita Bissell, *A Guide for Research Writing: AIIAS Theological Seminary*, 2nd ed. [Silang, Philippines: AIIAS Publications, 2002], 69).

² Bissell points out the importance of consistence in the method of giving the reference for a content note. See Juanita Bissell, *A Guide for Research Writing: AIIAS Theological Seminary*, 2nd ed. (Silang, Philippines: AIIAS Publications, 2002), 69.

While both styles are acceptable, only one may be used in any one paper.

Guidelines for Bibliography Entries

1. English titles are written in title case—all words are capitalized except prepositions, coordinating conjunctions, and articles. The first and last words in the main title and subtitle are also always capitalized.
2. Titles in languages other than English are written in sentence case.
3. *And* instead of ampersands (&) are used for titles in notes and bibliographies regardless of how the original title is written. On the other hand, use ampersand for a publisher's name instead of *and*. The rules for writing numbers in the running text apply to numbers in titles (spell out zero to one hundred and round multiples; arabic over roman numerals).
4. The *SBLHS* provides a list of the most common publishers and their places and how they should be written. Follow exactly the rules and the list provided in the section "Publication Information" in the handbook (*SBLHS* §6.1.4.1).
5. Series titles, journals, magazines, dictionaries, lexicons, encyclopedias, and commentaries are always abbreviated in the bibliography and the footnotes. These abbreviations are listed in the *SBLHS* in the section titled "Secondary Sources: Journals, Major Reference Works, and Series" (*SBLHS* §8.4). You may create the abbreviation for titles of any such materials whose abbreviations do not appear in the list, but you should make sure that it does not duplicate any abbreviation that is already in the list that stands for another title. A list of all these abbreviations should be provided at the beginning of the paper.
6. The use of *n.d.* (no date) should be avoided as much as possible.
7. Actual page ranges instead of *f.* and *ff.* should be provided. It is important to note that the page number is especially required for direct quotes. Where the page number is not available, such as in online articles, use the paragraph number (e.g., para. 3). If the material or document from which the direct quote is taken is huge and the paragraph number alone can still be misleading, include the heading nearest the quoted material followed by the paragraph number (e.g., "Ancient Near Eastern Texts," para. 3).
8. The use of access dates for materials retrieved online is no longer recommended as they are not verifiable.
9. URL addresses should be broken correctly, usually before punctuation marks, never within words. Use shift + enter to move texts to a new line. Check the rules in the section "URLs or DOIs and Line Breaks" in the Chicago manual. Always test URLs before submitting your document.
10. Bibliography entries appear in hanging indention format. Run-over lines are indented the same as the paragraph.
11. Entries are single-spaced, with a double space between entries.
12. If two or more books or articles are used from the same author/s and editor/s, for all entries after the first one, a 3-em dash is used in place of the name/s. This "abbreviation" also applies to multiple authors only if all the authors of the entry and the order that their names are listed are exactly the same as in the previous entry. See *The Chicago Manual of Style* (16th ed.), pp. 691–693 for the elaborate explanation of this rule.
13. The bibliography is alphabetized by the author's surname, or in the absence of an author, by the title, disregarding any initial article. The author may be corporative (e.g., General Conference of Seventh-day Adventists). Entries from the same author/s should be alphabetized by their titles.

14. Do not split a bibliography entry between two pages. If there is no room at the bottom of a page to complete an entry, the entire entry should be moved to the following page.
15. There must be a bibliography entry for every source used in the text. A bibliography entry beginning with a 3-em dash should not appear at the top of a page; repeat the author's name at the top of a new page.
16. Make sure that all information in every bibliography entry is correct. Incorrect or false information casts doubts on the author's integrity and ability to produce reliable research.

Harmony between Footnotes and Bibliography

It is imperative to credible research that footnote entries and bibliography entries agree entirely. Information that does not match casts a question mark upon an otherwise fruitful study. Indentation, format, and punctuation vary between footnotes and bibliography, but basic content and information must be essentially the same. There is no suitable substitute for harmony and consistency.

Sample Entries for Footnotes and Bibliography

While not exhaustive, these sample entries are the most common materials used by students. Hence, if you are using a material that is not included in the list, refer to the latest edition of the *SBLHS* or the *sblhs2.com*. Please note the *sblhs2.com* provides the latest updates.

A Book by a Single Author

⁷ David A. Dorsey, *The Literary Structure of the Old Testament: A Commentary on Genesis-Malachi* (Grand Rapids: Baker Books, 1999), 20.

¹⁴ Dorsey, *Literary Structure*, 89.

Dorsey, David A. *The Literary Structure of the Old Testament: A Commentary on Genesis-Malachi*. Grand Rapids: Baker Books, 1999.

A Book by Two or Three Authors

⁶ Peter J. Gentry and Stephen J. Wellum, *Kingdom through Covenant: A Biblical-Theological Understanding of the Covenants* (Wheaton, IL: Crossway, 2012), 248.

²⁰ Gentry and Wellum, *Kingdom through Covenant*, 387.

Gentry, Peter J., and Stephen J. Wellum. *Kingdom through Covenant: A Biblical-Theological Understanding of the Covenants*. Wheaton, IL: Crossway, 2012.

A Book by More Than Three Authors

⁴ Roland K. Harrison et al., *Biblical Criticism: Historical, Literary and Textual* (Grand Rapids: Zondervan, 1978), 78.

⁵⁶ Harrison et al., *Biblical Criticism*, 90.

Harrison, Roland K., Bruce K. Waltke, Donald Guthrie, and Gordon D. Fee. *Biblical Criticism: Historical, Literary and Textual*. Grand Rapids: Zondervan, 1978.

A Book with One Editor

⁵⁹ Richard L. Rohrbaugh, ed., *The Social Sciences and New Testament Interpretation* (Peabody, MA: Hendrickson, 1996), 154.

⁶⁰ Rohrbaugh, *Social Sciences*, 154.

Rohrbaugh, Richard L., ed. *The Social Sciences and New Testament Interpretation*. Peabody, MA: Hendrickson, 1996.

A Book with Two or Three Editors

¹² John J. Pilch and Bruce J. Malina, eds., *Biblical Social Values and Their Meaning: A Handbook* (Peabody, MA: Hendrickson, 1993).

¹³ Pilch and Malina, *Biblical Social Values*, 190.

Pilch, John J., and Bruce J. Malina, eds. *Biblical Social Values and Their Meaning: A Handbook*. Peabody, MA: Hendrickson, 1993.

A Book with Four or More Editors

¹² Craig G. Bartholomew et al., *Canon and Biblical Interpretation*. The Scripture and Hermeneutics Series 7 (Grand Rapids: Zondervan, 2006), 243.

¹⁵ Bartholomew et al., *Canon and Biblical Interpretation*, 123.

Bartholomew, Craig G., Scott Hahn, Robin Parry, Christopher Seitz, and Al Wolters, eds. *Canon and Biblical Interpretation*. The Scripture and Hermeneutics Series 7. Grand Rapids: Zondervan, 2006.

A Book with an Author and Editor

¹⁰⁰ Bill T. Arnold, *Old Testament Eschatology and the Rise of Apocalypticism*, ed. Jerry L. Walls. New York: Oxford University Press, 2008.

¹⁰² Arnold, *Old Testament Eschatology*, 345.

Arnold, Bill T. *Old Testament Eschatology and the Rise of Apocalypticism*. Edited by Jerry L. Walls. New York: Oxford University Press, 2008.

A Book with Author, Editor, and Translator

³⁴ Jacques-Benigne Bossuet, *Discourse on Universal History*, ed. Orest Ranum, trans. Elborg Forster (Chicago: University of Chicago Press, 1976).

⁴³ Bossuet, *Discourse on Universal History*, 43.

Bossuet, Jacques-Benigne. *Discourse on Universal History*. Edited by Orest Ranum. Translated by Elborg Forster. Chicago: University of Chicago Press, 1976.

An Article in an Edited Volume

¹² Carole R. Fontaine, “The Sage in Family and Tribe,” in *The Sage in Israel and the Ancient Near East*, ed. John C. Gammie and Leo G. Perdue (Winona Lake, IN: Eisenbrauns, 1990), 159.

²³ Fontaine, “Sage in Family,” 160.

Fontaine, Carole R. “The Sage in Family and Tribe.” Pages 155–164 in *The Sage in Israel and the Ancient Near East*. Edited by John C. Gammie and Leo G. Perdue. Winona Lake, IN: Eisenbrauns, 1990.

Notice the difference between the location of the pages in the bibliography entry and the footnote entry.

An Introduction, Preface, or Foreword Written by Someone Other Than the Author

²⁸ Gary Land, foreword to *William Miller and the Advent Crisis*, by Everett N. Dick (Berrien Springs, MI: Andrews University Press, 1994), i–viii.

³² Land, foreword, v.

Land, Gary. Foreword to *William Miller and the Advent Crisis*. By Everett N. Dick. Berrien Springs, MI: Andrews University Press, 1994.

A Revised Edition

⁹⁹ Bruce Corley, Steve Lemke, and Grant Lovejoy, *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*, 2nd ed. (Nashville, TN: Broadman & Holman, 2002).

²³ Corley, Lemke, and Lovejoy, *Biblical Hermeneutics*, 90.

Corley, Bruce, Steve Lemke, and Grant Lovejoy. *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*. 2nd ed. Nashville: Broadman & Holman, 2002.

Reprint of a Recent Title

³⁵ Edwyn Bevan, *Symbolism and Belief* (London: G. Allen & Unwin, 1938; repr., Folcroft, PA: Folcroft Library Editions, 1976), 23.

³⁹ Bevan, *Symbolism and Belief*, 23.

Bevan, Edwyn. *Symbolism and Belief*. London: G. Allen & Unwin, 1938. Repr., Folcroft, PA: Folcroft Library Editions, 1976.

A Forthcoming Book

¹⁴ S. Talmon, U. Glessmer, and S. Pfann, *Qumran Cave 4.16: Calendrical Texts*, DJD 21 (Oxford: Clarendon, forthcoming), 12.

²⁵ Talmo, Glessner, and Pfann, *Qumran Cave 4.16*, 14.

Talmon, S., U. Glessmer, and S. Pfann. *Qumran Cave 4.16: Calendrical Texts*. DJD 21. Oxford: Clarendon, forthcoming.

A Multivolume Work

⁶ Ellen G. White, *Testimonies for the Church* (Mountain View, CA: Pacific Press, 1902), 3:24.

⁸ White, *Testimonies for the Church*, 9:125.

White, Ellen G. *Testimonies for the Church*. 9 vols. Mountain View, CA: Pacific Press, 1902.

A Titled Volume in a Multivolume Work

⁵¹ Martin Luther, *Sermon 1*, vol. 51 of *Luther's Works*, ed. and trans. by John W. Doberstein (Philadelphia: Fortress, 1959), 51.

⁵⁵ Luther, *Sermon 1*, 51.

Luther, Martin. *Sermons 1*. Vol. 51 of *Luther's Works*. Edited and translated by John W. Doberstein. Philadelphia: Fortress, 1959.

Work in a Series

²¹ Birger Gerhardsson, *Memory and Manuscript: Oral Tradition and Written Transmission in Rabbinic Judaism and Early Christianity*, ASNU 22 (Lund: Gleerup; Copenhagen: Munksgaard, 1961), 78.

¹⁶ Gerhardsson, *Memory and Manuscript*, 10.

Gerhardsson, Birger. *Memory and Manuscript: Oral Tradition and Written Transmission in Rabbinic Judaism and Early Christianity*. ASNU 22. Lund: Gleerup; Copenhagen: Munksgaard, 1961.

Electronic Book

²⁴⁰ Robin Stockitt, *Restoring the Shamed: Towards a Theology of Shame* (Eugene, OR: Cascade, 2012), E-book edition, ch. 3, “Architecture, Shame and Division,” para. 2.

⁵⁰ Stockitt, *Restoring the Shamed*.

Stockitt, Robin. *Restoring the Shamed: Towards a Theology of Shame*. Eugene, OR: Cascade, 2012. E-book edition.

Note: It is not necessary to indicate the edition cited if both print and electronic editions are identical in all respects.

Journal Article

¹⁶ Peter L. Leithart, “Where Was Ancient Zion?” *TynBul* 53.2 (2002): 161–175.

⁴⁵ Leithart, “Where Was Ancient Zion?” 165.
Leithart, Peter L. “Where Was Ancient Zion?” *TynBul* 53.2 (2002): 161–175.

¹⁵ Herman, Ridderbos, “The Structure and Scope of the Prologue to the Gospel of John,” *NovT* 8.2–4 (1966): 180, doi:10.2307/1559990.

³⁰ Ridderbos, “Structure and Scope,” 200.

Ridderbos, Herman. “The Structure and Scope of the Prologue to the Gospel of John.” *NovT* 8.2–4 (1966): 180–201. doi:10.2307/1559990.

Electronic journal articles must include DOI (preferred) or URL.

SDA Church Manual

⁸⁸ General Conference of Seventh-day Adventists, *Seventh-day Adventist Church Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1990), 23.

⁹⁰ *Church Manual*, 57.

General Conference of Seventh-day Adventists. *Seventh-day Adventist Church Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1990.

Minister's Manual

⁵¹ General Conference of Seventh-day Adventists, Ministerial Association, *Seventh-day Adventist Minister's Manual* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 48.

¹⁰² *Minister's Manual*, 85.

General Conference of Seventh-day Adventists, Ministerial Association. *Seventh-day Adventist Minister's Manual*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1992.

SDA Yearbook

⁷⁵ General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Seventh-day Adventist Yearbook 1995 (SDA Yearbook 1995)* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1995), 75.

⁹⁴ *SDA Yearbook 1995*, 64.

General Conference of Seventh-day Adventists, Office of Archives and Statistics. *Seventh-day Adventist Yearbook 1995*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1995.

GC Working Policy

If more than one edition of the *Working Policy* is cited, the second note will add the year.

⁸³ General Conference of Seventh-day Adventists, *Working Policy of the General Conference of Seventh-day Adventists*, 1992-1993 ed. (Hagerstown, MD: Review & Herald, 1993), 136.

⁹⁸ *Working Policy*, 148.

General Conference of Seventh-day Adventists. *Working Policy of the General Conference of Seventh-day Adventists*. 1992-1993 ed. Hagerstown, MD: Review & Herald, 1993.

Seventh-day Adventist Hymnal

⁴³ *The Seventh-day Adventist Hymnal (SDA Hymnal)*; Washington, DC: Review & Herald, 1987), 213.

⁶⁷ *SDA Hymnal*, 100.

The Seventh-day Adventist Hymnal. Washington, DC: Review & Herald, 1987.

A Book Review

²² John Dybdahl, review of *Learning about Theology from the Third World*, by William A. Dryness, *AUSS* 29.2 (1991): 172–173.

⁴⁴ Dybdahl, review of *Learning about Theology* (by Dryness), 173.

Dybdahl, John. Review of *Learning about Theology from the Third World*, by William A. Dryness. *AUSS* 29.2 (1991): 172–173.

Note: Titled book reviews should be cited as normal journal articles.

Theses and Dissertations

²¹ Johnson A. Leader, “How Christologies May Be Shaped by the Broader Visual Cultural Environment” (PhD diss., Lancaster Theological Seminary, 2010), 350.

⁵² Leader, “Christologies May Be Shaped,” 345.

Leader, Johnson A. “How Christologies May Be Shaped by the Broader Visual Cultural Environment.” PhD diss., Lancaster Theological Seminary, 2010.

Signed Entries in Lexicons, Dictionaries, and Encyclopedias

¹⁸ H. Simian-Yofre, “ $\tau\upsilon$,” *TDOT* 8:495–515.

⁸⁰ Simian-Yofre, “ $\tau\upsilon$,” 8:510.

Simian-Yofre, H. “ $\tau\upsilon$.” *TDOT* 8:495–515.

³¹ Willem VanGemeren, “Isaiah,” *NIEBC*, 270.

⁷² VanGemeren, “Isaiah,” 270.

VanGemeren, Willem. “Isaiah.” *NIEBC*, 269–76.

Note that if the volume number is unavailable, a comma is used to separate the encyclopedia/dictionary/lexicon title from the page number/s, as in the example above.

Unsigned Entries in Lexicons, Dictionaries, and Encyclopedias

⁶¹ BDAG, s.v. “ $\pi\alpha\rho\rho\eta\sigma\acute{\iota}\alpha$.”

¹⁰ BDAG, s.vv. “ $\pi\alpha\rho\rho\eta\sigma\acute{\iota}\alpha$,” “ $\lambda\epsilon\alpha\acute{\iota}\nu\omega$.”

Danker, Frederick W., Walter Bauer, William F. Arndt, and F. Wilbur Gingrich. *Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.

¹² *CAD* 20, s.v. “ubšukkinakku.”

²⁰ *CAD* 20, s.v. “ubšukkinakku”; *CAD* 21, s.v. “zaqātu.”

Gelb, Ignace J., et al., eds. *The Assyrian Dictionary of the Oriental Institute of the University of Chicago*. 21 vols. Chicago: The Oriental Institute of the University of Chicago, 1956–2010.

BDAG in the example is not italicized because it stands for the names of the authors rather than the title of the material.

Only the headword (excluding the transliteration, original language, etc.) provided in the source material should be listed as title in the footnote entry.

According to SBL, unsigned dictionaries, lexicons, and encyclopedias do not need bibliography entries since their complete bibliographic information should already be indicated in the list of abbreviations. In a departure from the SBL recommendation, **AIIAS requires that unsigned dictionaries, lexicons, and encyclopedias be included in the bibliography** as the AIIAS list of abbreviations is simplified in that it does not require the inclusion of full

bibliographic information for all entries (see List of Abbreviations rules and principles in Chapter 8 of this document).

Language Dictionaries and Encyclopedias

Editors are not given for language dictionaries and encyclopedias. Footnote entry includes title, edition, and s.v. “entry” (s.v. is Latin for “under the word”). Publishing information is not given in footnotes for general dictionaries.

⁵⁹ *Encyclopaedia Britannica*, 15th ed., s.v. “salvation.”

⁶¹ *Webster’s Third New International Dictionary of the English Language Unabridged*, s.v. “theodicy.”

A Paper Presented at a Professional Society

⁹ Fernando Canale, “A Biblical Epistemology for Adventist Scholarship” (paper presented at the 4th Symposium on the Bible and Adventist Scholarship, Riviera Maya, Mexico, 16–22 March 2008), 11.

¹¹ Canale, “Biblical Epistemology,” 12.

Canale, Fernando. “A Biblical Epistemology for Adventist Scholarship.” Paper presented at the 4th Symposium on the Bible and Adventist Scholarship. Riviera Maya, Mexico, 16–22 March 2008.

An Article in a Magazine

²³ Elizabeth Viera Talbot, “Let Not Your Hearts Be Troubled,” *Adventist World* (July 2020): 20–21.

⁶⁶ Talbot, “Let Not Your Hearts,” 20.

Talbot, Elizabeth Viera. “Let Not Your Hearts Be Troubled.” *Adventist World* (July 2020): 20–21.

Bible Commentaries in Numbered Series and Nonnumbered Series

⁸ E. A. Speiser, *Genesis*, AB 1 (Garden City, NY: Doubleday, 1987), 132.

⁶¹ Speiser, *Genesis*, 90.

Speiser, E. A. *Genesis*. AB 1. Garden City, NY: Doubleday, 1987.

³⁴ F. F. Bruce, *The Book of the Acts*, NICNT (Grand Rapids: Eerdmans, 1988), 65.

⁷⁸ Bruce, *Acts*, 66.

Bruce, F. F. *The Book of the Acts*. NICNT. Grand Rapids: Eerdmans, 1988.

A Single Volume of a Multivolume Commentary

³⁰ G. W. Grogan, *Isaiah*, vol. 6 of *The Expositor’s Bible Commentary*, ed. Frank E. Gaebelein (Grand Rapids: Zondervan, 1986), 3–356.

⁶ Grogan, *Isaiah*, 333.

Grogan, G. W. *Isaiah*. Vol. 6 of *The Expositor's Bible Commentary*. Edited by Frank E. Gaebelein. Grand Rapids: Zondervan, 1986.

Seventh-day Adventist Commentary

Authors' names are not given for this commentary.

³³ "Fourteenth Year" [Ezek 40:1], *SDABC* 4:715.

⁴² "Fourteenth Year," *SDABC* 4:717.

⁵⁸ "Were Among Them" [Josh 10:1], *SDABC* 2:223.

Nichol, Francis, ed. *Seventh-day Adventist Bible Commentary*. Rev. ed. Washington, DC: Review & Herald, 1976–1980.

Websites and Blogs

⁸⁵ Daniel Howden, "Polio at Mecca Sparks Fear for Muslim Thousands," *Independent*, 12 February 2005, <https://www.independent.co.uk/news/world/polio-at-mecca-sparks-fear-for-muslims-thousands-5386984.html>.

¹⁸ Howden, "Polio at Mecca," para. 4.

Howden, Daniel. "Polio at Mecca Sparks Fear for Muslim Thousands." *Independent*, 12 February 2005. <https://www.independent.co.uk/news/world/polio-at-mecca-sparks-fear-for-muslims-thousands-5386984.html>

Statistical Reports

²¹ General Conference of Seventh-day Adventists, Office of Archives and Statistics, *Annual Statistical Reports* (Silver Spring, MD: General Conference of Seventh-day Adventists, 1992), 16.

General Conference of Seventh-day Adventists, Office of Archives and Statistics. *Annual Statistical Reports*. Silver Spring, MD: General Conference of Seventh-day Adventists, 1992.

Texts from the Ancient Near East

²⁵ "Ludlul Bēl Nēmeqi," trans. Robert D. Biggs (*ANET*, 365–9).

⁹⁸ *ANET*, 365.

Pritchard, James B., ed. *Ancient Near Eastern Texts Relating to the Old Testament*. 3rd ed. Princeton: Princeton University Press, 1969.

³ "Hittite Laws," trans. Harry A. Hoffner, *COS* 2.19:118.

¹⁰ *COS* 2.19:118–19.

Hallo, William W., ed. *Canonical Compositions from the Biblical World*. Vol. 2 of *The Context of Scripture*. Leiden: Brill, 1997.

Note: For *ANET* and *COS* citations, both first and subsequent citations require only the simple form, which includes the abbreviated title and the necessary numbers. However, if the title is important, it may also be included but always together with the translator.

Classical Sources

(Origen, *Princ.* 1.1.5 [Behr])

²¹ Origen, *Princ.* 1.1.5 (Behr).

⁵⁹ Origen, *Princ.* 2.9.2.

Origen. *On First Principles*. Translated by John Behr. 2 vols. OECS. Oxford: Oxford University Press, 2017.

¹⁴ Pseudo-Ignatius, *Magnesians* 9.3–4 (*ANF* 1:62–63).

¹⁶ Pseudo-Ignatius, *Magnesians* 9.3–4 (*ANF* 1:50).

The Ante-Nicene Fathers. Edited by Alexander Roberts and James Donaldson. 1885–1887. 10 vols. Repr., Peabody, MA: Hendrickson, 1994.

Classical sources are considered primary sources so they can be cited both in text and in the footnotes.

Abbreviations for the titles of primary sources are found in *SBLHS2*, 8.3.

A Secondary Source

The primary source should be used if possible. Use this entry **only if** the primary source is **not** available.

¹⁰ Clark H. Pinnock, *A Defense of Biblical Infallibility* (Philadelphia: Presbyterian & Reformed, 1967), quoted in Avery Dulles, *Models of Revelation* (Garden City, NY: Doubleday, 1983), 45.

¹⁴ Pinnock, *Biblical Infallibility*, 45.

Avery Dulles, *Models of Revelation*. Garden City, NY: Doubleday, 1983

Letters and E-mail

Personal letters and e-mail appear in the notes but not in the bibliography, unless it is vital that a person who checks the bibliography be aware of them.

¹⁰⁵ John Henry, personal communication to the author, March 23, 2009.

Letters in archival collections go in both notes and bibliography.

¹⁶ Ellen G. White to Dr. Patience Bordeau, June 8, 1905, Letter 177, 1905, Ellen G. White Research Center, Andrews University (EGWRC-AU), Berrien Springs, MI.

¹²⁷ White to Bordeau, Letter 177, 1905.

White, Ellen G., to Dr. Patience Bordeau, June 8, 1905. Letter 177, 1905. Ellen G. White Research Center, Andrews University, Berrien Springs, MI.

Manuscripts

¹⁸ Ellen G. White, “Our Opportunity to Work in the Cities of America,” Manuscript 154, 1902, Ellen G. White Research Center, Adventist International Institute of Advanced Studies (EGWRC-AIIAS),¹ Cavite, Philippines.

⁷⁹ White, MS 154, 1902.

White, Ellen G. “Our Opportunity to Work in the Cities of America.” Manuscript 154, 1902. Ellen G. White Research Center, Adventist International Institute of Advanced Studies, Cavite, Philippines.

Class Notes, Syllabi, and Course Outlines

Class notes, syllabi, and course outlines are not anymore acceptable reference materials; in other words, they may be included in the bibliography as materials consulted but they cannot be referenced in the main text of your paper. This is so because these are not verifiable materials or materials that readers can retrieve. In addition, information in syllabi and course outlines are most often than not taken from primary sources like books and journal, among others. Students should read and verify information in the primary sources and reference the primary sources instead.

¹ The school name is not required here, but it is helpful. If additional information is available and could be helpful, it is appropriate to include it.

Chapter 7

Introduction to APA Style In-Text Citation and References

The Applied Theology Department of the Theological Seminary uses APA style for its research. This includes term papers and class assignments, theses, and dissertations. If you plan to write a major paper using APA style, consider the latest edition of *The Publication Manual of the American Psychological Association* an essential tool. You may also visit the official website of APA: <http://www.apastyle.org/index.aspx>

Only a brief introduction to APA referencing is shown here since students are required to use a reference management software. The AIIAS style requirements in Chapter 8 supersede the APA manual in matters of document format. In all other matters, the APA manual is the final authority.

Students are required to use a reference management software for major papers like theses, projects, and dissertations. However, it will be beneficial for them to start learning and using one as early as their first courses so that they will have mastered it by the time they write their culminating research. AIIAS has purchased two software (Citavi and Zotero) for students to use. The Leslie Hardinge Library has all the information and tutorials for these software. If students know or have other such software, however, they are free to use them. Again, **the use of a reference management software is compulsory, not voluntary**. However, as effective as they may be, they are still only software that require you to operate and supply it with information. Use it properly.

In-Text Referencing

Any idea that is not original to yourself should carry a reference in your paper. The referencing rules vary slightly depending on whether you have quoted someone's words or merely referred to their ideas.

How to Reference Direct Quotations

Page number information. If you use a direct quote, you must always include the page number. The author's name and date may appear in various positions, but the page number is placed at the end of the quote, after the quotation marks but before the period.

“Thus, preachers committed to Gospel-centered, expository preaching operate from the presupposition that each text bears a discernible and an organic relationship with the person and work of Jesus Christ” (Arthur, 2011, p. 21).

LaRue (2011) says, “The most potent spiritual transformation comes from expository, doctrinal, and Christ-centered preaching” (p. 56).

Note: If a quote includes two or more pages, use a double *p* before the page number (e.g., pp. 33–34).

Block quotations. A direct quotation of *40 words or more* must be formatted as a block quotation, indented one tab position (it remains double-spaced). Punctuation after the introductory statement is optional—it depends on what introduction is used.

White (1902) states,

In every city that is entered a solid foundation is to be laid for permanent work. The Lord's methods are to be followed. By doing house-to-house work, by giving Bible readings in families, the worker may gain access to many who are seeking for truth. By opening the Scriptures, by prayer, by exercising faith, he is to teach the people the way of the Lord. (vol. 7, p. 38)

Note: In block quotations (unlike in-text quotations), the final punctuation follows the material quoted, and is followed by the reference, without any final period.

Introducing Citations or Quotations

In-text references have two formats: narrative and parenthetical. In the **narrative format**, the author is part of the narrative or the sentence grammar. So, the author appears in the running text and the date is placed inside parentheses always right next to the author. In the **parenthetical format**, both author and date are placed inside parentheses.

The two formats mentioned above are acceptable, but the **ideal forms use sentence space to discuss and analyze the quote or the citation, not to indicate who said it** (the reference already does that).

The following examples are **parenthetical citations (preferred)**:

- a) The results of one experiment (Smith, 1985) showed that “. . .” (pp. 73–75).
- b) Sampling is “a process in which researchers intentionally select individuals and sites to learn or understand the central phenomenon” (Creswell, 2014, p. 204).

If you occasionally wish to discuss the author, or wish to emphasize something about the individual, the **narrative citation** would be appropriate.

- c) Critics like Lopez (2016) see a significant failure of the medical model because it does not distinguish between impairment and disability.
- d) This study followed Yin’s (2017) three precautions for developing data for analysis (p. 177).
- e) Merriam and Tisdell (2016) point out that “. . .” (p. 118).

Specific In-Text Referencing Rules

1. If information is given in the sentence, it is not repeated in the parentheses. See example d) above.
2. The name and date can go with the page or earlier. See examples a) and b) above.
3. If the name is used in text, the date always follows it.
4. All punctuation marks are placed after the final parenthesis or at the end of the sentence.
5. When the authors Merriam and Tisdell appear in the text, the word **and** is written out. When the names appear in parentheses, an ampersand (&) is used (Merriam & Tisdell).
6. What is inside the parentheses is NOT considered part of the grammar of the sentence.

Incorrect: As (Merriam & Tisdell, 2016) suggests....

Correct: As Merriam and Tisdell (2016) suggest....

7. When more than one source is given in parentheses, the sources are listed in *alphabetical order* and separated by a semicolon. You should have read all the studies you include in your citation. Even if a source lists several references, you may **only list the one(s) you read**—you do not simply copy a list of references taken from someone else’s study.
8. Works by the same author are arranged chronologically. Give the author’s name only once at the beginning and provide only the date for the subsequent works separated by a comma.

Narrative citation: Lewis (1989, 1995, in press)

Parenthetical citation: (Lewis, n.d., 1989, 1995, 2019)

9. When two or more authors with the same surname appear in the reference list, citations of their works must include their first name initial (E. White, 1903; J. White, 1849) to avoid confusion.
10. Letters, e-mails, conversations with the author, and other materials (class notes, course outlines, etc.) that readers cannot retrieve must be cited as **personal communication**. *Such references do not appear in the reference list* because, again, readers cannot retrieve them. Give the initials with the surname and the complete date.

Narrative citation: M. Finley (personal communication, October 22, 2020) said that

Parenthetical citation: Evangelistic meetings are conducted every year (G. T. Ng, personal communication, August 21, 2019).

11. Page numbers may be provided for paraphrases but it is not required. It is required, however, for direct quotations. If a page number is not available, provide the paragraph number (para. 5). If the paragraph number alone insufficient or may still be misleading, provide the heading or section name (may be abbreviated if too long) and paragraph number (“Research Design” section, para. 2).
12. All in-text citations must have a corresponding reference entry and both in-text citation and reference entry must reconcile perfectly.

Repeated References to an Author Within a Paragraph

1. APA requires that the name and date *reappear* with each new paragraph.
2. A study or an author may be mentioned again within the same paragraph without repeating the name, as long as it is clear to the reader which study is indicated. If a page number for a direct quote is provided, however, the name of the author and the year must come with it.
3. If the name is used a second time within a paragraph in narrative citation, the year may be omitted. The years must appear, however, if the author’s name is mentioned parenthetically or multiple works from the same author are cited in the paper. If the author’s name is placed within parentheses the first time, as in examples a) and b) above, it cannot appear as he or she thereafter, since texts in parentheses are not part of your sentence.

Secondary Source

Always indicate the source where you read a citation. If you read certain information in someone else’s paper, you must indicate it properly as a secondary source. Citing secondary sources is generally frowned upon, but it is acceptable for supporting works that are difficult to find. Always try to find the original sources whenever possible. Note that the original source is mentioned first, and then the source where you read the citation, after “as cited in.”

a) Brown (as cited in Smith, 2007) stated that . . .

b) A recent study (Johnson, as cited in Smith, 2007) points out . . .

Note: In the reference list, only the source *where you found the material* is listed.

Reprinted or Republished Works

The first date is that of the original publication and the second is the date it was republished, reprinted, or published in the translated form. This information is especially useful if the study is following a historical sequence.

a) Early research on Cerebral Palsy (Freud, 1933/1974) pointed out that . . .

b) The aim of true education is . . . (White, 1903/1952).

Electronic Media

Often no page numbers are provided with electronic sources. In that case, use paragraph numbers (preceded by “para.”) to direct the reader to quoted material. Give the nearest document heading, and then count the paragraphs after that heading. Note that the web address (URL) does not go in the in-text reference. It goes in the *reference list*.

- a) As Rittenhouse (2001) aptly phrased it, “There is no need . . .” (para. 3).
- b) “It is clear from conditions today that . . .” (Jacobs, 2003, Conclusion section, para. 1).

Reference List Basics

The *APA Publication Manual* requires a reference list at the end of the paper, where each source *actually cited* in the paper must be included in the alphabetical list. No extra works are allowed. However, APA advises that some committees may require evidence that students are familiar with a broader spectrum of literature. If sources other than those actually cited in the paper are included, the reference list would be titled “Bibliography.”

General Rules for Reference Lists

1. Reference lists should appear as one alphabetical list.
2. Run-over lines in references are indented by the regular default of 0.5 inch.
3. Entries are single spaced (the APA manual shows double spacing for those preparing a journal for publication). Since you are preparing a document in final form, single spacing, which looks nicer and saves space is used. Double space between entries.
4. One entry should *not* be split across two pages.
5. When an author has several works, each entry must provide the author’s name (APA does not use the 3-em dash line or *Ibid.*).
6. Several references by one author are arranged by year of publication, the earliest first—not alphabetically by title. References by the *same author* with the *same publication date* are arranged alphabetically by title and assigned lowercase letters—a, b, c (for more detailed examples, see *References How-To* below).
Smith, B. J. (2000a). *Specific concerns . . .*
Smith, B. J. (2000b). *Trying to overcome . . .*
7. For works with 20 authors, provide surnames and initials of all authors in the reference list. The in-text citation format is the same as those with three authors.
8. For 21 authors or more, provide the surnames and initials of the first 19 authors, followed by an ellipsis (no ampersand), then the surname and initials of the last author in the list. The in-text citation format is the same as those with three authors.
9. Publisher names should be written exactly as they appear on the copyright page of the cited works. Designations of business structure (e.g. Inc., Ltd.), however, are omitted.
10. Some works are published by more than one publisher. In this case, all publishers listed in the copyright page must be included and separated by semicolons.
11. Titles and subtitles of books, chapters, reports, and articles are presented in *sentence case*. Proper nouns and the first word after a colon, semicolon, or dash are capitalized.
12. Only works cited in text may appear in the reference list.

Sample Entries for In-Text Citations and References

Since this chapter is only a concise guide to APA citation and referencing, the samples provided below are not exhaustive. They are chosen mainly because they are the most commonly used by students. If you are using a material that is not included in the list, see the latest edition of the *APA Publication Manual*.

Single author entries. Single author entries precede multiple-author entries:

Alleyne, R. L. (2001).
Alleyne, R. L., & Evans, A. J. (1999).

Same authors, different year of publication. Identical author entries are arranged by year of publication, the earliest first:

Cabading, J. R., & Wright, K. (2000).
Cabading, J. R., & Wright, K. (2001).

Same authors, same year of publication. Identical author entries with the same publication date are arranged alphabetically by the title. Lower case letters (a, b, c) are placed immediately after the year within the parentheses:

Baheti, J. R. (2001a). Control . . .
Baheti, J. R. (2001b). Roles of . . .

Different subsequent authors. These are arranged alphabetically by the surname of the second author or third author (if the second author is the same), and so on:

Gosling, J. R., Jerald, K., & Belfar, S. F. (2000).
Gosling, J. R., & Tevlin, D. F. (1996).

Hayward, D., Firsching, A., & Brown, J. (1999).
Hayward, D., Firsching, A., & Smigel, J. (1999).

Different authors with the same surname. Arrange alphabetically by the first name initial.

Mathur, A. L., & Wallston, J. (2009).
Mathur, S. E., & Ahlers, R. J. (1998).

One Author

Lewis, C. S. (1952). *Mere Christianity*. HarperOne.

Narrative citation: Lewis (1952)

Paranthesisal citation: (Lewis, 1952)

Two Authors

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Narrative citation: Merriam and Tisdell (2015)

Paranthesisal citation: (Merriam & Tisdell, 2015)

Three or More Authors

Towns, E., Wagner, C. P., & Rainer, T. S. (1998). *The everychurch guide to growth: How any plateaued church can grow*. Broadman and Holman Publishers.

Narrative citation: Towns et al. (1998)

Paranthesisal citation: (Towns et al., 1998)

Note: The shortened form (with et al.) is used even on the first citation. In cases where ambiguity results from the use of the shortened form, write out as many names as needed to distinguish the different reference materials that are almost identical.

Author as Publisher

American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Author.

Edition Other Than the First or Book in a Series

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE.

Edited Book (Editor as Author)

Ashford, B. R. (Ed.). (2011). *Theology and practice of mission: God, the church, and the nations*. B & H Academic.

Authored Book With Editor Credited on the Book Cover

Kant, I. (1996). *Critique of pure reason* (P. Guyer & A. W. Wood, Eds.). Cambridge University Press.

Chapter in an Edited Book

Towns, C. V. (2004). An effective evangelism view. In G. McIntosh (Ed.), *Evaluating the Church Growth Movement: Five views* (pp. 29–53). Zondervan.

Translation

Confucius. (2008). *The analects* (D. C. Lau, Trans.; Chinese-English ed.). Zhonghua Book.

Book in a Foreign Language

Kleinert, U., & Kühn, R. (2011). *Und Sie zogen aus in Ein wüstes Land: Auf den Spuren der Bibel Durch den Sinai* [And they went out into a barren land: On the trail of the Bible through the Sinai]. Wissenverbindet.

Book Review

Rah, S. (2010, April). Heroic tales from distant lands [Review of the book *Kingdom without borders*, by M. Adeney]. *Christianity Today*.

Gunton, C. (1991). Review of *The concept of the knowledge of God*, by Brian Haymes. *Baptist Quarterly*, 34(3), 139.

Article in a Magazine

Loveless, W. (1998, June). The essence of good preaching. *Ministry Magazine*. Retrieved from <https://www.ministrymagazine.org/archive/1998/06/the-essence-of-good-preaching>

Talbot, Elizabeth Viera. (2020, July). Let not your hearts be troubled. *Adventist World*.

Article in a Newspaper

Gardiner, B. (2010, April 15). Emphasis on ethics. *The Wall Street Journal*.

Kershaw, A. (2010, May 5). Students hit by lecturers' strike. *The Independent*. Retrieved from <http://www.independent.co.uk>

Article in a Journal

Rosario, A. H., Aguillon, C. J., Opao, R. G., Opao, S. R., & Adil, J. V. (2014). Holding on to their faith: The lived experiences of Adventist Church members in South East Asia. *International Journal*, 17(1), 17–37.

Montgomery, R. L. (1986). Receptivity to an outside religion: Light from interaction between sociology and missiology. *Practical Anthropology*, 14(3), 287–299. <https://doi.org/10.1177/009182968601400303>

Multivolume Work

White, E. G. (2000). *Mind, character, and personality* (Vols. 1–2). Review and Herald Publishing Association.

Specific Volume in a Multivolume Work

White, E. G. (1902). *Testimonies for the church* (Vol. 7). Pacific Press.

Goldingay, J. (2006). *Old Testament theology: Vol. 2. Israel's faith*. IVP Academics.

Chapter in a Volume of a Multivolume Work

Schabas, M. (2019). Hume. In S. Gaukroger (Ed.), *The Philosophy of Knowledge: A history; Vol. 3. Knowledge in the Modern Philosophy* (pp. 129–146). Bloomsbury Academic.

Note: The first title is the chapter title, the second is the title of the multivolume work, and the last title is the title of the specific volume.

Signed Dictionary, Lexicon, or Encyclopedia

Fortune, A. W. (1979). Clothes, rending of. In G. W. Bromiley (Ed.), *The International Standard Bible Encyclopedia* (Vol. 1, p. 725). William B. Eerdmans Publishing.

Notice that the format is the same with the reference for chapter in an edited book, because entries have specific authors and the entire work has an editor.

Unsigned Dictionary, Lexicon, or Encyclopedia

Horn, S. H. (1979). Fourteenth year. In *Seventh-day Adventist Bible Dictionary* (Rev. ed.). Review and Herald Publishing Association.

Secondary Source

Burrill, R. (2004). Walking the dead: Returning plateaued and declining churches to vibrancy. Review and Herald Publishing Association.

Narrative citation: Dudley (as cited in Burrill, 2004)

Paranthetical citation: (Dudley, as cited in Burrill, 2004)

Paper Presented at a Conference

Canale, F. (2008, March 16–22). *A biblical epistemology for Adventist scholarship* [Paper presentation]. 4th Symposium on the Bible and Adventist Scholarship, Riviera Maya, Mexico.

Website of Organization or Governmental Agency

General Conference of Seventh-day Adventists. (n.d.). *Fundamental beliefs*. <https://www.adventist.org/beliefs/fundamental-beliefs/>

United Nations. (1948). *Universal declaration of human rights*. https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

Unpublished Thesis or Dissertation

Činčala, P. (2002). *A theoretical proposal for reaching irreligious Czech people through a mission revitalization movement* [Unpublished doctoral dissertation]. Andrews University.

Thesis or Dissertation Published Online

Askeland, K., Bull, T., & Mittelmark, M. B. (2010). *Understanding how the poorest can thrive: A case study of the Mangyan women on Mindoro, Philippines* [Master's thesis, University of Bergen].

<http://dspace.uib.no/bitstream/handle/1956/4277/69634922.pdf?sequence=1&isAllowed=y>

Morris, J. M. (2009). *An evaluation of Gospel receptivity with a view toward prioritizing the engagement of groups and individuals for evangelism and church planting* (UMI No. 3388877) [Doctoral dissertation, Mid-America Baptist Theological Seminary]. ProQuest Dissertations and Theses.

Online Encyclopedia or Dictionary

Merriam-Webster. (n.d.). *Merriam-Webster.com dictionary*. Retrieved December 13, 2018, from <https://www.merriam-webster.com/>

Encyclopedia Britannica. (n.d.). *Britannica.com encyclopedia*. Retrieved May 5, 2019, from <https://www.britannica.com/>

Note: The retrieval date is necessary only for online materials which are continuously updated and whose versions are not archived.

Software

Nie, N. H., Bent, D. H., & Hull C. H. (2020). *SPSS (Version 27.0)* [Computer software]. Statistics. <https://www.ibm.com/analytics/spss-statistics-software>

YouTube Video or Other Streaming Video

Adventist News Network. (2020, October 24). *ADRA Responds to the rising crisis in Azerbaijan and Armenia; and other world news* [Video]. Youtube. <https://www.youtube.com/watch?v=LmifFIXuKTM>

Unpublished Manuscript

Bolden, R., & Gosling, J. (2004). *Leadership and management competencies: Lessons from the national occupational standards* [Unpublished manuscript]. University of Exeter, Exeter, UK.

How to Reference Electronic Media

The variety of materials available via the Internet can present challenges for referencing because information is frequently missing. Internet sources should provide the same information as any other reference, if it is available, and a URL address. The retrieval date is no longer generally required. Specific suggestions include

1. Direct your reader as closely as possible to the information being cited (the actual link)—rather than the home page or menu pages.
2. Test the hyperlink in your reference list before the final submission of the document. If the hyperlink does not work, your reader will not be able to access the material you cited. Always retain copies of downloaded material until your paper is approved.
3. Do not put a period after a hyperlink.
4. Break a long hyperlink **after** punctuation, never within a word or number element. Use shift + enter to move the text to a new line.
5. When there is a high possibility of change (personal websites, blogs, online discussions) the retrieval date should be included.

Juke, A. (n.d.). *My opinion about homework*. Retrieved January 13, 2010, from <http://www.myopinion.com>
6. Remove the underlining and blue color from hyperlinks before you submit your paper.
7. Both DOIs and URLs are acceptable but only one is needed for an online material.
8. Both DOIs and URLs must be presented as hyperlinks.
9. The phrase “Retrieved from” before the hyperlink is unnecessary.
10. If the DOI is available, you must provide it, regardless of whether you read the print or the electronic version.

Missing Information

No Date

Bligh, B. (n.d.). *Cherish the earth*. Macmillan.

No Author

Handbook of research. (1998). College Board Publications.

Wikipedia

Wikipedia is not acceptable reference material. Although it is called an encyclopedia, its contents and information are not totally reliable because they can be edited by anybody. *Wikipedia* may be a good starting point for information on a topic, but it should not be used as an academic source.

Chapter 8

AIIAS Standards

The format requirements in the *Theological Seminary Research Standards and Writing* manual take precedence over requirements in the APA or SBL handbook of style for formatting purposes. In this chapter, the AIIAS standards are summarized and illustrated for the convenience of the researcher.

Specifications

Paper: Letter size (8 ½ x 11 inches), 20+ pound (subs) or 80+ g/m², high whiteness/brightness.

Font: A *proportional, serif* font is required (Times New Roman), except for Hebrew and Greek texts where you should use SBL Hebrew and SBL Greek respectively (since the SBL Hebrew font uses *puncta extraordinaria* above and below the level of most other marks, it will automatically increase the linespacing. To keep the linespacing at double spaced, use ‘Exactly’ 24pt in the ‘Spacing’ Paragraph-tab in Word). Text in the body and in the footnotes should be 12 points. Data in tables and figures may be as small as 10 points, but this size should be used consistently. Table titles and figure captions remain 12 points.

Justification: Justification should be left (not justified) for all body text.

Print: Original must be dark enough to photocopy well. Laser printout is recommended for both preservation and readability. Copies must be difficult to tell from the original. They must be clear, straight, legible, without smudges, and must photocopy well.

Margins: 1.5 inches left, 1.0 inch top, right, and bottom margin for all pages. The initial page of a chapter or a major section (Table of Contents, Bibliography) has a 2.0-inch top margin. The page number should be at 0.9 inch from the bottom of the page (see Chapter 9 for details).

Page Numbering: Numbers are placed at the bottom center, in the same font/size as the text.

Line Spacing: Generally, the text is double spaced. Titles, tables, and headings have specific rules for spacing, which need to be followed carefully and consistently. Check the appropriate sections of this chapter. A generic summary is as follows:

single space: reference list/bibliography, footnotes, tables (usually), headings (internal spacing), table/figure notes, between table title and table, SBL block quotes

double space: Title page, body text, after headings, between reference/footnote entries, between main divisions of table of contents and subsections, lists of tables/figures.

triple space: Before major headings (levels 1 and 2) preceded by text, after chapter titles

two double spaces: Before/after tables/figures

Organization of Research: Research contains preliminary pages, body, and references presented in a required order and are counted and/or numbered according to specific rules.

preliminary pages: Use lower case roman numerals. Every page after the abstract is counted, but not all have a number printed on them. A blank page begins and ends the work.

1. Abstract (approximately 350 words or 2 pages)
2. Title page (page i, but the number does not show)
3. Copyright page
4. Approval page (with original signatures in black ink)
5. Dedication page (optional—if you use it, keep it short)
6. Table of contents (page numbering shows from here through acknowledgements)
7. List of tables (if 5 or more are used)
8. List of figures (if 5 or more are used; combine on one page with Tables if possible)

9. List of symbols and/or abbreviations (if 5 or more are used at least 3 times each)
10. Acknowledgements (2 pages only)

body of thesis/dissertation: The body begins with page 1.

11. Body of thesis/dissertation/project (divided into chapters)

references/bibliography:

12. Appendix(es) with title(s) for each appendix (numbers not shown on title page)
13. References/Bibliography
14. Curriculum vitae (one page only)

Sample Pages With Detailed Explanations

An old adage tells us that a picture is worth a thousand words. This section presents sample pages, which are pictures of what your AIIAS paper should look like. The chapter shows samples of all types of pages required for a thesis, project or dissertation, with tips on how to format them correctly. These pages indicate the AIIAS required format for theses, projects and dissertations. The format of these pages is also appropriate for other written papers. *The recommendations are mandatory except where otherwise specifically indicated.* Not every study necessitates the inclusion of all the sample pages illustrated. For example, studies do not always contain tables or figures. However, every preliminary page necessitated by the nature of the study must follow the indicated form precisely.

These sample pages appear in the same order in which they will be placed in the final thesis, project or dissertation. Detailed explanations will be placed on the left-hand pages, with sample pages on the right throughout this chapter. Where there are differences, both APA and SBL examples will be given. ***Explanations marked with gray circles are illustrated on the sample pages.***

Abstract

The project, thesis, or dissertation begins with the abstract, which is a brief, comprehensive summary of the contents of the document. The abstract must follow AIIAS standards and include the required information. There are no page numbers on the abstract.

Abstracts must not be longer than 2 pages. An abstract that is dense with information, concise, and quickly comprehensible will increase the audience and future retrievability of the document. Embedding keywords in the abstract will enhance other researchers' ability to find it in a database. An abstract may or may not have titled sections.

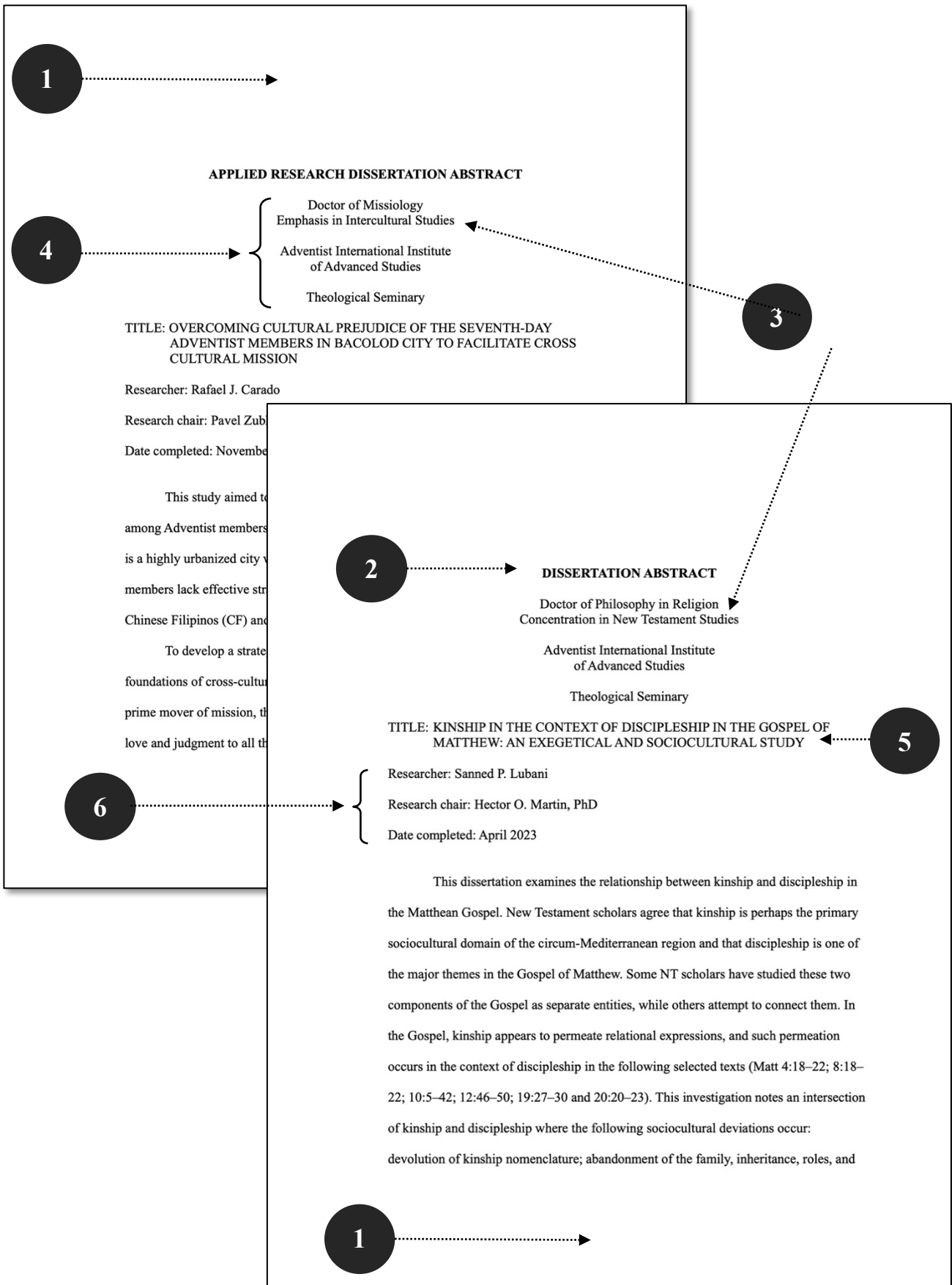
Abstracts for an empirical study include

- The problem*** A clear statement of the purpose of the study—in one sentence if possible
- The method*** A clear but brief description of the subjects and pertinent characteristics (number, age, gender) and the methods that were used (data-gathering procedures, instruments, etc.)
- The results*** The major findings, including statistical significance levels
- Conclusions*** A list of conclusions, implications, recommendations, and applications

Abstracts for a theoretical or philosophical study include

- The topic*** A clear statement of what the study is about—in one sentence if possible
- The purpose*** A statement that describes the organizing construct and scope of the paper
- The sources*** An indication of the basic literature used and/or personal observations
- Conclusions*** A statement of conclusions reached with implications or applications

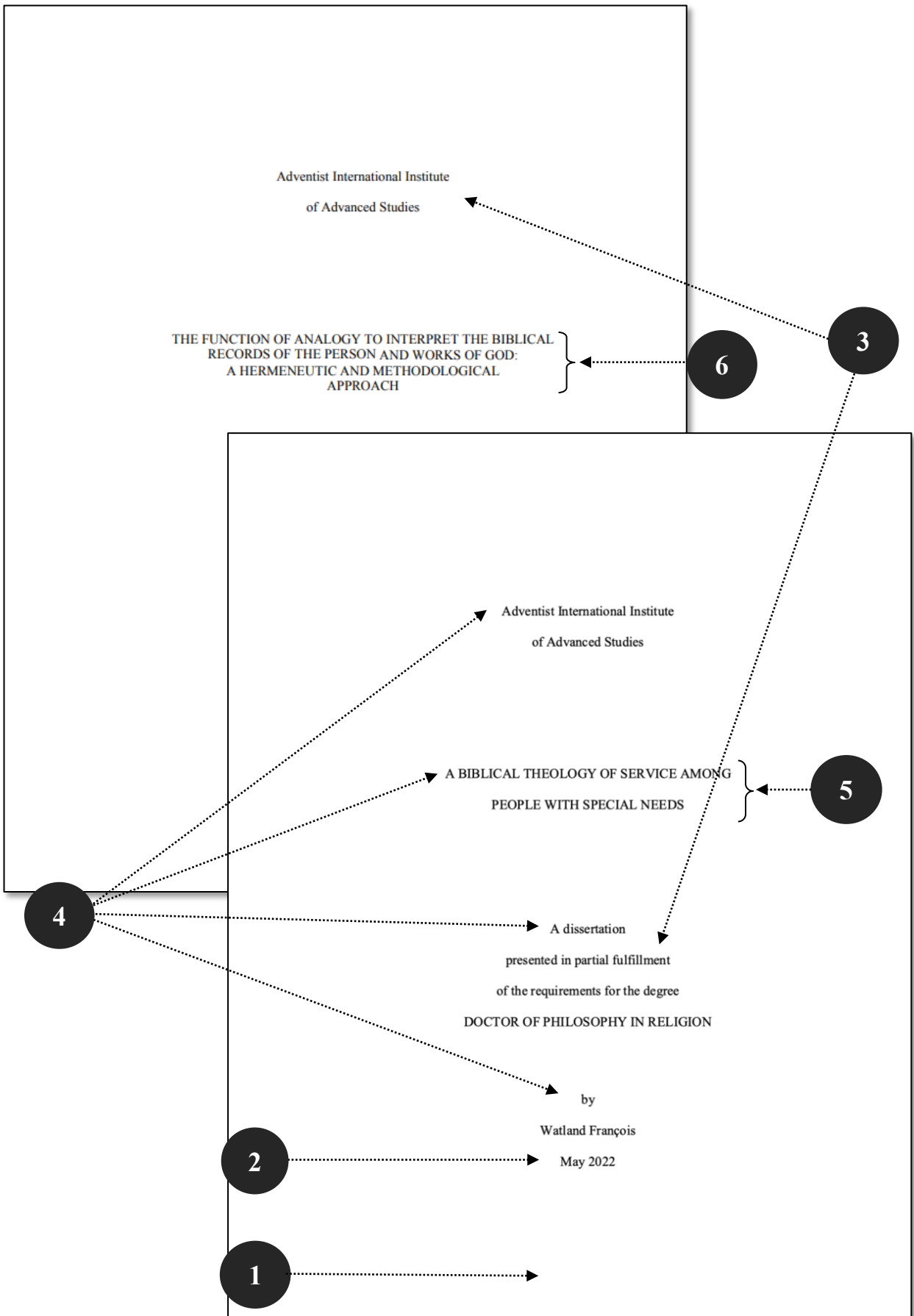
- 1 The abstract begins 2.0 inches from the top of the page, the same as all other chapter or major section headings. The abstract pages are neither counted nor numbered.
- 2 The title is all capitals, bold: **THESIS ABSTRACT**, **PROJECT ABSTRACT**, **APPLIED RESEARCH DISSERTATION ABSTRACT**, or **DISSERTATION ABSTRACT**.
Following are details about your degree and your school.
- 3 The details of your degree should include your emphasis (for project and applied research dissertation), or concentration (for thesis and dissertation).
- 4 Single space within headings, double space between them.
- 5 The title of the research is block indented and all capital letters.
- 6 Use the exact headings and information given here. The date completed is the defense date.



Title Page

A title page must appear on all papers. *Even class papers require the use of the AIIAS title page.* The format is the same for any paper, except for the name of the department and the degree. Watch carefully for capitalization rules and follow the AIIAS format and wording exactly.

- 1 The title page is page i, but the number does not appear on the page. All preliminary pages after this are counted, but some are not numbered.
- 2 The date used on the title page is the month and year of the defense, which must be exactly the same as the date printed on the abstract page.
- 3 The title page is generally double spaced and approximately centered on the page.
- 4 The first line should begin 2.0 inches from the top of the page, with the title beginning at 4.0 inches, the description of the research beginning at 6.0 inches, and the word *by* beginning at 8.0 inches.
- 5 The longest line must not be more than one half (or 3.0 inches) of the width of the line. Line breaks should come at logical points, and a general inverted pyramid shape should be attempted.
- 6 The title should be as short as possible (10–12 words is ideal) but should clearly state what the study is about. Titles of only two lines must be double spaced. If the title is more than two lines long, it should be single spaced. Abbreviations/acronyms are not to be used (with exceptions).
7. Follow the wording and the capitalization rules **exactly**. If you have questions, check with the dean's secretary or the editor.



Copyright Page (Creative Commons Licensing)

Creative Commons is a parallel structure to copyright law that is used extensively for academic works. The license is selected and noted by the author at the front of the work, and does not require the intervention of any external body. While copyrighting of a thesis or dissertation is entirely optional, and your work does have some rights just because your name is on the cover, AIIAS recommends Creative Commons Licensing as a basic level of protection for AIIAS students.

The licensing scheme is summarized in the table below. AIIAS recommends *Attribution-Non-Commercial, Share Alike* as the default option for theses and dissertations, but students are free to select any of these options, in consultation with their research committee chair. Licenses below the dark line on the table do not allow others to use your work commercially.

A sample copyright page is given for the AIIAS default option. For the text for any other license, go to <http://creativecommons.org/about/licenses> and select “view the license deed” for your preferred license. Copy that text to the copyright page of your thesis/project/dissertation.

Table 7
Creative Commons Licensing Scheme

License	Free to	Conditions	Implications
Attribution (cc by)	Share Remix Sell	Credit must be given as specified by licensor	Free to do anything to or with the work as long as credit is given to the licensor.
Attribution Share Alike (cc by-sa)	Share Remix Sell	Credit must be given as specified by licensor Any derivative work must carry the same license	Free to do anything provided that any adaptation of the work carries the same license as the original work.
Attribution No Derivatives (cc by-nd)	Share Sell	Credit must be given as specified by licensor No derivative works	You cannot remix the work; you can only use it as it is or sell something that includes it, if you give credit to the licensor of the work.
Attribution Noncommercial (cc by-nc)	Share Remix	Credit must be given as specified by licensor Derivative works may not be sold	Free to do anything with the work as long as credit is given and it is for non-commercial purposes.
Attribution Noncommercial Share Alike (cc by-nc-sa)	Share Remix	Credit must be given as specified by licensor Any derivative works may not be sold, and must carry the same license	Free to do anything provided it is for noncommercial use and that any adaptation of the work carries the same license as the original work.
Attribution Noncommercial No Derivatives (cc by-nc-nd)	Share	Credit must be given as specified by licensor Work may not be sold, and you may not create derivative works based on the original	You cannot remix the work. You may use it as it is, but may not adapt a survey or table for your use without specific additional permission. As always, you must give credit to the source. You may not sell this work or use it for commercial purposes.

Key

Share: To copy, distribute, and transmit the work

Remix: To adapt, add to, or restructure the work

To give credit: Credit must be given as to the source of an idea in the manner specified by the licensor, but not in any way to suggest that the licensor endorses you or your use of the work

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You are free:

- **to Share** — To copy, distribute and transmit the work
- **to Remix** — to adapt the work

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 - Rights other persons may have either in the work itself or in how the work is used, such as **publicity** or privacy rights.
- **Notice** — For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to the web page where this information was taken from: <http://creativecommons.org/licenses/by-nc-nd/3.0/>

Approval Page

1. The title begins at 2.0 inches from the top of the page.
- 2 This page is not numbered but it is counted.
3. The number of signatures on this page depends on the makeup of the student's committee and the degree sought. Work closely with the dean's secretary to prepare this page correctly. The original approval page is included in the student's thesis/project/dissertation.
4. When all committee members have signed (the editor must sign the approval for copying and binding before the dean and the chair sign the approval page), the research is considered completed, and the document is ready for copying and binding.
- 4 The date on the approval page is the date the dean signs, as opposed to the date on the abstract page and the title page, which is the date of the defense.

Dedication (optional)

If you make a dedication, keep it brief and center it on the page. This page has no printed number.

DEDICATION

To my savior, Jesus Christ;

↑
2 inches
↓

TOWARD A BIBLICAL THEOLOGY OF HOMOSEXUALITY:
OLD TESTAMENT CONTRIBUTIONS

A dissertation
presented in partial fulfillment
of the requirements for the degree
DOCTOR OF PHILOSOPHY

by
Jae Young Sim

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AIIAS Theological Seminary

Date Approved

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Table of Contents

Any paper longer than 20 pages should have a table of contents. This can be generated automatically or manually, but must be done carefully, as many revisions are frequently required in this section.

- 1 The table of contents begins with headings of pages that come **after** the table of contents in your manuscript. Earlier pages may have headings of the same level, but they are not included in the table of contents list.
- 2 While the page count begins with the title page, the actual printed numbers begin with the table of contents. All preliminary pages following the table of contents have lower case roman numerals at the bottom center of each page.
- 3 The table of contents must reflect **only the first three levels of subheadings used**.
- 4 All entries must **reconcile accurately** (word-for-word, including punctuation) with the headings and page numbers in the text. For this reason, the table of contents should be the last thing checked before printing. The wording of the subheads in the table of contents should contain *exactly* the same wording as in the actual subheads of the paper.
- 5 Heading entries are aligned by levels, each level one tab stop (usually 0.3 inch or 4 character spaces) indented further than the one before.
- 6 Dot leaders are placed between the heading and its corresponding page number. For aesthetics and neatness, there should at least be four character spaces (0.3 inch) between the last dot leader and the first digit of the page number. If you do not use automatic table of contents generation, define a tab stop with dot leaders so they are uniform (see computer tips chapter).
- 7 Run-over lines should be hanging indented 0.3 inch or 4 character spaces; text should not extend beyond the last three dot leaders.
- 8 Dot leaders must be aligned. Page numbers must be aligned at the units/ones digit.
- 9 Table of contents entries for chapter headings and other major section headings are uppercase, flush left, single-spaced if there are run-over lines, and separated from subheading entries by a blank line.
- 10 Subheading entries are title case and single-spaced.
- 11 Double space between appendix entries.

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List of Tables (if required)

1. When five or more tables appear in your text, include a list of tables.
2. The title begins 2.0 inches from the top of the page, as all other sections.
3. If both the list of tables and the list of figures can fit comfortably on one page, this is preferred.
4. The titles for lists of tables, figures, and abbreviations are bold with capital letters, like any chapter title, with a triple space after.
5. The wording of the titles of tables in the list should correspond *exactly* with that used in the tables as they appear in the text.
6. Each entry in the list of tables/figures should be title case, single spaced, with double spacing between entries.
7. Table and figure numbers are included in the list of tables and figures. Note that the dot after the numbers must line up.

List of Figures (if required)

8. When five or more figures (or illustrations) are used in your text, a list of figures is required.
9. The wording in the list of figures should correspond *exactly* with the title that appears beneath the figure in the main text.
10. If the legend is expanded to give further explanatory information, the expanded portion is not included in the list.
11. As for any other title in the table of contents, if the figure/table title is too long to fit on one line, allow for at least four to five dots of the dot leaders; the run-over line should be hanging indented four character spaces (or 0.3 inch).
12. As in the table of contents, there should be at least four characters (0.3 inch) of space between the end of the dot leaders and the page numbers, which should be flush with the right margin.

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List of Abbreviations

1. An APA paper that uses five or more abbreviations at least three times each must have a list of abbreviations. This is, however, required for SBL papers where most secondary sources must be abbreviated, in addition to other abbreviations that students generate or use. This list must be simplified, which means that it does not need to include the full bibliographic information of unsigned materials, as opposed to the SBL recommendation. This is so that both APA and SBL papers have a uniform list of abbreviation format.
2. The title begins at 2.0 inches and the list is double spaced between items.
3. When a list of abbreviations is included in the paper, the list is arranged alphabetically according to the abbreviation.
4. The abbreviations (usually in capitals) appear in the left-hand column, with the source they stand for in the right-hand column. Do not add punctuation or anything additional.
5. The capitalization and type face (roman or *italics*) of the abbreviations and sources they stand for must correspond exactly.

Acknowledgements (optional)

This is the place to thank those who have helped you and supported you in this research. It is appropriate, but not required. If you write an acknowledgements section, keep it to a maximum of two pages.

6. The title, ACKNOWLEDGEMENTS, begins 2.0 inches from the top of the page, as all other sections.
7. Acknowledgements should include committee members and family/friends who have supported you during your research.

ACKNOWLEDGEMENTS

I am very grateful for what the Lord has done for me. Without Him, I could not have completed this study. I extend my gratitude to my wife and children who had to endure a lot of financial and emotional strain during the process of my study. I believe that all things work altogether for good for those that love the Lord. I am grateful for my advisor Dr. Kyung Ho Song for taking time to read my work. His advice improved my

ideas. He was a
which includes
to Dr. Donny C

I extend
Sheri Joy Nama

meticulous edit
helping me edit
ideas. I also app
Hyun Yoon for

It is bec
Seventh-day Ad
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LIST OF ABBREVIATIONS

ADA	Americans with Disabilities Act
ANE	Ancient Near East
APM	Adventist Possibility Ministries
GC	General Conference of Seventh-day Adventists
MSN	Members with Special Needs
PSN	People with Special Needs
PWD	People with Disabilities
SE	Special Education
SWD	Students with Disabilities
UN	United Nations

4

2

Text

All pages of the text and all reference materials that follow are numbered with consecutive arabic numerals. The text is generally double spaced throughout, except SBL style block quotations, some lists, headings, tables, and figures (see details below). Chapter numbers are written in arabic numbers. The text should be organized logically according to the nature of the study. Empirical research often has a typical five-chapter model.

Introduction Explains the goals of the study and an idea of what follows; usually titled Chapter 1.

Body of Paper Describes the study, including a review of previous research and for empirical studies, the results and an interpretive discussion. The organization will vary with the discipline, but arguments must be logically presented and supported with facts.

Conclusions At the close, the principal findings are briefly stated. The conclusion contains the final discussion of the findings and implications of the study, with recommendations for further research. In short papers, the introduction and conclusion may not have chapter status. If one is a chapter, the other should be also.

Lists

A numbered list in the text alerts readers to the organization of your ideas. In any list, items must be parallel, both grammatically and conceptually. If you do not wish to indicate order or priority, a bulleted list is an acceptable alternative. A list in a paragraph may be indicated by lowercase letters enclosed in parentheses: e.g., (a) with another person, (b) alone.

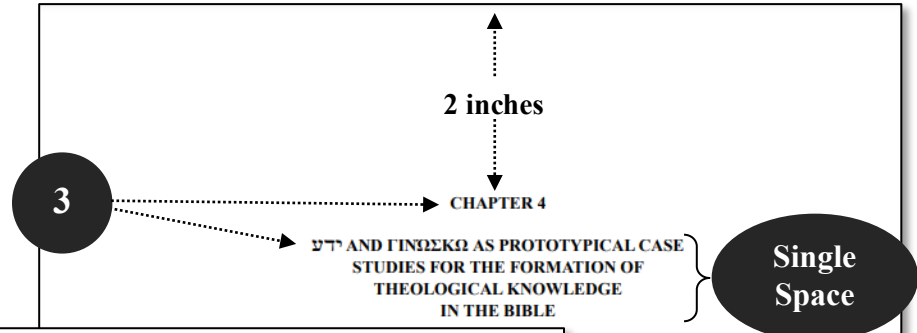
1. **Spacing.** Lists are usually double spaced like the rest of the text, but may be single spaced (perhaps with double spacing between items) if it will increase readability.
2. **Capitalization.** Items in a vertical list should begin with a capital letter, and if they are sentences, end with a period.
3. **Numeration.** Arabic numerals should be used, followed by a period. If the list includes two-digit numbers, the decimal points should be aligned. Bullet points may be used to avoid the appearance of order in a truly unranked list. This may be done, however, with the permission of the research committee chair.
4. **Format.** Run-over lines should be indented to the same tab stop (hanging indent) as the first line of text. *This numbered list* is an example of correct list formatting.

Headings

In a manuscript or research paper, headings serve as an outline, showing how the study is organized. These subheadings must be formatted properly and used in the correct order.

1. Headings should be concise but descriptive. Generally, a section should have at least two to three paragraphs. There are exceptions, but there can never be three successive headings.
2. If a section is divided, it must have at least two subsections. *Only one subsection* under a heading level is *unacceptable*.
3. A chapter title begins at 2.0 inches from the top of the page, and should have a double space between chapter number and title, and a triple space between the title and the text.
4. Abbreviations are rarely used in titles and headings, and words may not be hyphenated at the end of a line. Headings generally have little or no punctuation.
5. The first two heading levels are written in *title case* (also called *headline style*), with the major words capitalized. The last three levels (3, 4, and 5) are in sentence style (the first word and proper nouns are capitalized), ending with a period. See examples on p. 86.

- 6. Heading levels 1 and 2 cannot extend beyond one half (or 3.0 inches) the width of the line. A long heading must be broken into two lines, single spaced, with the first line usually longer than the second (see examples on pp. 79 & 83).
- 7. At least two lines of text must appear after the heading at the bottom of a page.
- 8. As much as possible, use a maximum of three levels of subheadings; more can be complicated and confusing.



Conference and one mission region named Jeju Region. ECKC is one of the biggest conferences in KUC, producing a large number of pastors who also play the role of small group leaders. Nevertheless, the concern or issue is that pastors within KUC only serve a tenure of 3 to 4 years in a particular church before moving to another church as shown in Tables 1 and 2.

This succession system within KUC and specifically ECKC creates a discontinuity in the flow of church programs with much emphasis on those within small groups. The reason is that one pastor creates a program plan within his or her tenure of office and after that tenure is done, the next pastor comes in with a new program,

Table 1
Number of Pastors Assigned to Churches by Conference in KUC

Conference	2016	2017	2018	2019
ECKC	66/218	71/217	63/219	59/223
Middle West Korean Conference	47/120	56/120	26/124	53/125
South East Korean Conference	55/101	24/103	33/105	47/104
South West Korean Conference	42/88	55/93	23/92	31/81
West Central Korean Conference	61/226	69/233	44/230	100/224

Note. Adapted from *Report of the Sabbath School and Personal Ministry Department*, by Korean Union Conference of Seventh-day Adventists, 2019, unpublished report, Seoul, South Korea.

3

evangelical models described what
 e analysis of theological knowl-
 prototypical case studies. Given
 needs to be based upon the biblical
 lizes the formation of theological
 ning of the linguistic units used
 linguistics provides the tools for
 g epistemological implications are
 rived from the biblical canon.
 three perspectives.¹ The first is the
 stood as the relationship between
 ge-internal perspective, wherein
 John R. Taylor, *Cognitive Grammar*

9
 see p. 82

Sample Headings

Below are samples and explanations for how to create each level of subheading in an AIIAS research paper.

Table 8
Heading Levels

CHAPTER 1	<i>Level 0</i> (centered, all capitals, bold)
INTRODUCTION	
Existing Cross-Cultural Mission Approaches	<i>Level 1</i> (centered, title case, bold)
Kinship in the Exilic Period	<i>Level 2</i> (left margin, title case, bold)
God and disabilities. What role does God play in disability? Does He purposely allow . . .	<i>Level 3</i> (indented, bold, sentence case, ending with a period)
<i>Sons of prophets.</i> The study also seeks to trace relationship, conduct, and kinship in . . .	<i>Level 4</i> (indented, bold, sentence case, italics, ending with a period)
<i>Ministering to people's needs.</i> Jesus went about ministering to people's needs. He healed the . . .	<i>Level 5</i> (indented, italics, sentence case, ending with a period)

Heading Spacing

Below is a summary of how much space should go before or after each heading.

Two Double Spaces (Three Blank Lines)

Before and after tables and figures

Triple Space (Two Blank Lines)*

1. Before major (level 1 and 2) headings that are preceded by text
2. After chapter titles and section headings (table of contents, reference list, etc.)

Double Space (One Blank Line)

3. Between lines of a two-line title on the title page
4. Between major headings and text or consecutive headings with no intervening text
5. Between body text and subheads that end with a period
6. Between table number and table title

No Blank Line (Single Space)

7. Between lines of a title (chapter title, table title, or subhead) when it is more than one line long
8. Between table title and table

*Triple spacing can be achieved automatically; when you modify the levels of headings in the styles menu (see p. 94), go to **Format**, choose **Paragraph**, and in *Spacing*, opt for 24 pt *Before* (also 24 pt *After* for triple spacing after chapter/section [level 0] headings).

25:11–12, 29:1–23). If the holy city is in ruins (i.e., desolate), so is the earthly temple as stated in Dan 9:17b.

Grammatical Analysis

The grammatical analysis in this section accounts for the clauses that have a bearing on temple defilement. Exegetes of Dan 9 agree that the prayer of Daniel is focused on the holy city and its sanctuary.³⁸⁷ Therefore, its clauses cannot be overlooked for the present exploration. The prayer forms three sections: (a) confession of earthly temple defilement causes in vv. 5a–11, (b) result of earthly temple defilement in vv. 11b–14c, and (c) plea for earthly temple defilement reversal in vv. 15–19. Verses 24–27 are considered thereafter. The analysis utilize chiastic structures³⁸⁸ that are characteristic of each section. Verses 2a–11a are considered first and they form a chiastic earthly temple-defilement structure.

Verses 2b.

Jerusalem, seventy

³⁸⁷ Commentaries on Daniel mention several interesting points. For example, *Time*, 214. He proceeded shamelessly (v. 7).” Ib Steinmann, *Daniel*, 43. Jacques B. Doukhan, *MD: Review & Herald Sanctuary—that it may Weeks of Daniel 9: A* 142–47.

³⁸⁸ The different approaches in this study utilize some work on Dan 9. Owsen are also utilized from Doukhan “The 70 Weeks chiastic temple defilement structure” and his pioneering work is exe

Triple Space

Double Space

6

see p. 77

Old Testament Cognitive Analysis

As regards the OT, the corpus selected for analysis comprises the canonical books of the HB.⁵⁸ The concept under study, KNOWING GOD, is symbolized through various linguistic units. Relevant for the present study is the verb ידע, which is the prototypical linguistic unit used to convey the process of theological knowledge formation. Four steps are followed in order to outline the schematic meaning of KNOWING GOD. First, the unit’s profile-base-cognitive domain relationship is analyzed for each occurrence. Second, the profile-base relations are unified to determine the semantic potential of the term within a matrix of cognitive domains. Third, the prototypical scenario for theological knowledge formation is presented for each element of the meaning potential. Fourth, the schematic meaning of ידע is outlined.

Profile-Base-Cognitive Domain Relations

The Hebrew verb ידע occurs 944 times in the HB. Out of these, approximately 35 percent (334 occurrences) are instantiations dealing with knowing something about who God is or what God does (see Table 1).⁵⁹ These instances resulted from a careful

Semantics of Glory, 118).

⁵⁸In agreement with Shead, this study focuses on “synchronic, intra-lingual analysis of BH, rather than dwelling on pre- or post-biblical development or comparative philology” (Shead, *Radical Frame Semantics*, 185, emphasis original).

⁵⁹The search was done in the text provided by the Eep Talstra Centre for Bible and Computing (ETCBC), W. T. van Peursen, C. Sikkil, and D. Roorda, *Hebrew Text Database ETCBC4b* (DANS, 2015). This database, formerly known as WIVU (Werkgroep Informatica Vrije Universiteit), uses *Biblia Hebraica Stuttgartensia*, ed. Adrian Schenker et al., 5th ed. (Stuttgart: Deutsche Bibelgesellschaft, 1997). The database can be accessed at <https://shebanq.ancient-data.org/hebrew/text>. The order of the biblical books and the chapter and verse references are taken from the NRSV.

Triple Space

Double Space

Footnotes

Different word processors deal slightly differently with footnotes. The student is not required to reprogram the computer to meet an arbitrary standard, but it is very important to be consistent.

1. Footnote size is the same as the body text. Footnotes are single spaced with a double space between them
2. Footnotes are indented the same as a paragraph or a block quotation—usually 0.5 inch.
3. Footnotes are numbered consecutively from the beginning to the end of the chapter. A new chapter begins again with footnote number 1.
4. A footnote must begin on the page it is cited. It should begin and end on the same page whenever possible. If there is no room for it on one page, transfer a line or two of text to the next page so that the footnote falls on a page with more space. A very long footnote may appropriately break over more than one page.
5. The computer will put a separator line before a footnote. The length of this line is not important, but it is usually about 20 spaces.
6. The separator line may or may not have a blank line after it before the first footnote, depending on the computer software and settings used. Both ways are acceptable (with or without a blank line before the first note), but the document must be consistent from beginning to end.
7. When a footnote is continued from one page to the next, the computer may make this separator line the full length of the line. This is perfectly acceptable, as it indicates a continued footnote, provided the footnote **should** continue on the new page.
8. A footnote reference number must not appear anywhere in titles or headings; place it in an appropriate location within the paragraph. Whenever possible, a footnote number should be placed preferably at the end of a sentence.

Table 3.—Continued

Hebrew Text	Working Translation
לא־יאָבֵהּ יְהוָה \ סָלַח לוֹ ^Λ	19a Then the LORD will not be willing to forgive him
כִּי אָז יַעֲשֶׂן \ אֶרְיִתוֹת וְקָנְאוֹתוֹ \ בְּאִישׁ תְּהוּא ^Λ	19b For at that time the nose of the LORD will smoke and His zeal against this man
וְרָבְצָה בּוֹ \ כָּל־הָאָלֶה ^Λ	19c And will lie down against him every curse
הַכְּתוּבָה בְּסֵפֶר הַזֶּה ^Λ	19d that is written in this book
וּמָחָה יְהוָה \ אֶת־שְׁמוֹ \ מִתַּחַת הַשָּׁמַיִם: ^Λ	19e And the LORD will wipe out his name from underneath the heavens.
וַהֲבָדִילוּ יְהוָה \ לְרָעָה מִכָּל־שִׁבְטֵי יִשְׂרָאֵל ^Λ	20 ^a Then the LORD will separate the evil from all the tribes of Israel
כְּכָל־אֲלוֹת הַבְּרִית \ הַכְּתוּבָה בְּסֵפֶר הַתּוֹרָה הַזֶּה: ^Λ	20b according to all the curses of the covenant that are written in this book of the law.
Total of clauses in the section:	37

5

Syntax and Syntagmatics of Deut 29:9-20

This subsection has its conclusion in verse 20 but there is a unity with 29:21-28 since the Hebrew text has only a *ziah* at the end of 29:20¹ and verses 21-28 expands the

¹ This indentation called *Ziah* is seen in the BHS after Deut 29:20, see Elliger, K. and W. Rudolph, Eds. *Biblia Hebraica Stuttgartensia*. 5th ed. (Stuttgart: Deutsche Bibelgesellschaft, 1997), 340. However the *Ziah* is absent in Carmel McCarthy, *Biblia Hebraica Quinta, Fascicle 5: Deuteronomy* (Stuttgart: Deutsche Bibelgesellschaft, 2007), 85. The Aleppo Codex does not show any kind of indentation or special space after Deut 29:20. See “The Aleppo Codex Online,” <http://www.aleppocodex.org/newsite/index.html>, accessed on May 10, 2010. The von Gall edition of the Samaritan Pentateuch shows a paragraph transition after Deut 29:20. See von Gall, 424. The critical text of the

80

Finally, verse 20 provides two clauses, 20a with a weqatal and 20b with a participle. The discourse unfolds based on the account of God’s acts in past events (perfect verbs) in

shows a paragraph transition after Deut 29:20. See von Gall, 424. The critical text of the LXX does not show paragraph transition after Deut 29:21. See Wevers, *Deuteronomium*, 323.

² There are thirteen participles in the whole chapter; their analysis may provide important hints into the understanding of the passage.

81

vident in this
flow of the
ite construct
uct in 12a. Clause
are two more
y a wayiqtol in
ive finite verbs
not a surprise
ause 16a. This
antal gathering
se of this
f the flow of this
from 17a up to
ite verbs. There
nce in the verbal
n 18a-g and God’s
es are off-line.

7

2

Tables

Tables are efficient in presenting a large amount of data in a small space, where exact numerical values are shown and data are displayed in columns and rows, which aid comparison.

- 1 **Titles.** Table titles are placed **above** the table. Tables are numbered consecutively in the order they are mentioned in the text (e.g., Table 3). **Do not use suffix letters** to number tables. In the appendix, tables are numbered using the capital letter of the appendix (e.g., Table C1). The table number is followed by a double space, then the table title, then a single space before the table. **Table titles** are italicized, flush left, single-spaced, 12 pts, title case. The table title is not restricted to half the length of the line.
2. **Lines.** Use horizontal lines to separate table title from the headings, the headings from the body of the table, and the body from the table notes; generally, all other horizontal lines are removed unless they are necessary for readability. **Do not use vertical rules** in tables. Space above and below horizontal lines should be uniform across all tables.
3. **Spacing.** Tables may be single or double-spaced, based on readability and good taste. Vertical spacing can be adjusted by using format/paragraph/spacing before and after, and adding 2 or 3 points above and below each paragraph. Be consistent throughout the paper.
- 4 **Alignment.** Table content may be centered or flush left or right, depending on readability and good taste (but be consistent). Decimal points in a column must be aligned. Run-over lines in word entries may be indented by two spaces. There should at least be three character spaces between the longest word in a column and the next column. A table should fill the width of the page. If data are limited, extend the table lines and keep data to the left.
- 5 **Capitalization.** Column headings and text entries/table items are sentence case.
6. **Font.** The same typeface and font size used for the main body text should also be used for tables. However, for tables with a large amount of data, a smaller font size may be used (never less than 10 points). In this case, the same font size should be consistently used for all tables. **Note:** Font size for table titles should remain at 12 pts.

Placement of Tables. Place table(s) **either** at the top **or** at the bottom of a page, near (but not before) the paragraph where first referred to and discussed. If only two or three lines of text fit on a page with a table/between tables, move the text to another page. Do not split a table across two pages unless it is larger than one page. Tables on a page with text or another table must be preceded/followed by two double spaces.

- 7 **Landscape Tables.** Large tables or figures may be placed in landscape orientation. The table number and title should be closest to the 1.5-inch left margin (the binding side). The page number remains oriented in the same way as all other page numbers on pages with portrait (vertical) orientation.
- 8 **Continued Tables.** A table may be continued over two or more pages. However, a table that is continued must start at the very top of the page. On the second page, Table X (*continued*) appears as well as the title for the continued table and the table headings, and (*table continues*) appears at the bottom of the first page of the table.
- 9 **Notes.** For APA, table notes begin with the word *Note* below the table, after a blank line. A smaller font size (as small as 9 points.) may be used, but **be consistent**. Arrange the notes in the following order: general note (refers to the whole table), specific note (refers to part of the table), probability note. Tables reproduced from another source must be properly referenced in the note, giving credit to the source (see example on p. 77). For SBL, table notes must appear in the footnotes.

10. **Introducing Tables.** Tables must be introduced by number before they appear in the text.

Discussing Tables. Use the text to highlight important aspects of a table, or discuss possible implications. Do not simply repeat the table information in the text. Table discussion should happen in plain English, not statistical jargon, and should highlight the meaning and the implications of the findings, not merely the numeric results.

Extent of Caring Leadership of Local Church Elders

The extent of missional leadership of local church elders was also determined by obtaining the means and standard deviations of the items. Table 20 shows the local elders' missional leadership as *highly practiced* ($M = 3.21, SD = .622$). They are warm and friendly ($M = 3.33, SD = .582$), and caring ($M = 3.33, SD = .582$). They visit and pray for church members ($M = 3.27, SD = .599$) as well as support the overall ministry and mission of the church ($M = .309, SD = .671$). However, the lowest items rated was "extending emotional and material support" for mission ($M = 2.94, SD = .675$). The data suggest that church members perceived that support to the ministry is needed particularly in emotional and material aspects. The findings support Amabelle and Cramer (2012) when they pointed out that people become committed when they feel they are supported

6
see p. 77

1 → Table 20

Extent of Missional Leadership of Local Church Elders

Items	M	SD	VI
The local leaders of my church are warm and friendly	3.33	.582	Highly practiced
The church leaders care about me	3.33	.582	Highly practiced
They visit and pray for me	3.27	.599	Highly practiced
They extend emotional and material support for mission	2.94	.675	Highly practiced
They are supportive to the ministry of the church	3.09	.671	Highly practiced
Overall mean	3.21	.622	Highly practiced

Legend: M = Mean, SD = Standard deviation, VI = Verbal interpretation

5

4

Inapplicable programming: "We are programmed organization, that lives by programs. They are constantly programming for us the evangelism . . . so eventually this became the obstacle itself, because they are imposing things which church cannot do, because Georgian society does not need many things which organization requires us to do" (PC3, Folder 3, p. 13, ls. 433-444).
(table continues)

7

Table D1 (continued)

Research Question 2: What Are the Main Challenges?

Themes	Categories	Quotes
		"There is an a decide someh rarely" (FGN)
		"Either leader the pastors. T responsible
		"Eating togeth feel the impor
		"They don't u phrase which
	Technocratic administration	Bottom up vs Nobody is into 1546-1548). "In Georgia w us to act as a union want to need that, bec forced to form for fun" (PC3, "They appear technocratic" "Pastor does r because he is like that, ther

8

Figures

Any type of illustration that is not a table is called a figure. A figure may be a chart, graph, photograph, drawing, or other depiction. Most guidelines for figures are similar to those for tables.

- 1 **Titles.** Figures in the main body are numbered (use arabic numerals) consecutively in the order in which they are first mentioned in text. The number and caption or figure title are written **below** the figure in italics, and flushed left, ending with a period (e.g., *Figure 3.*); the caption is written right after the figure number, not italicized, sentence case, and ending with a period. Figure number and title/caption are both 12 points.
- 2 **Placement of Figures.** On a page, place figure(s) **either** at the top **or** at the bottom, near (but not before) the paragraph where first referred to and discussed. Do not place only a few lines of text on a page with a figure; if only a small amount of text fits, leave the figure alone on its own page. Two double spaces are used before and after all figures within the text.
3. **Discussion.** As with tables, the text should expand, explore, and highlight the most interesting parts of the figure. It should not merely repeat the information included in the figure. The figure must be mentioned by name in the text before it appears on the page.
- 4 **Notes.** Notes for figures follow the same style as table notes (see above, p. 83). Figures reproduced from another source must be properly referenced in the note, giving credit to the source (see examples, p. 85). The note should appear below the figure title for APA and in the footnotes for SBL.
5. **Readability.** All diagrams, drawings, and figures must be clear, sharp, and large enough to be readable. A figure may be reduced (but still readable) to accommodate the caption.

Landscape Orientation. The page number for landscape tables/figures should be in the same position as other pages in the text (portrait orientation). For tips on how to do this (and other formatting) on the computer, see Chapter 9.

TABLE/FIGURE REPRINTS FROM ANOTHER SOURCE:

From a Periodical (journal/magazine):

Note. From “The Home School Partnership: Learning to Share Accountability,” by R. D. Strom, 2001, *Journal of Adventist Education*, 52(2), pp. 23–26, 38.

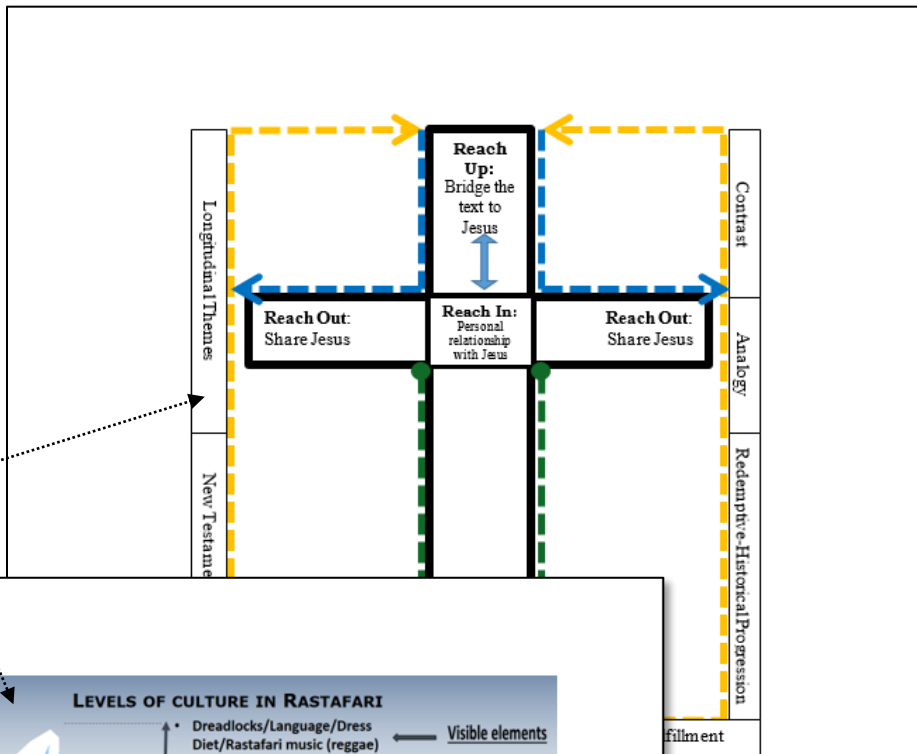
From a Book:

Note. Adapted from *Handbook for Writers* (p. 759), by J. Ruskiewicz, C. Friend, and M. Hairston, 2007, Pearson Prentice Hall.

From an Internet Source:

Note. From *A New Generation of Evidence: The Family Is Critical to Student Achievement*, by A. T. Henderson and N. Berla, 1994, National Committee for Citizens in Education, retrieved from <http://files.eric.ed.gov/fulltext/ED375968.pdf>

Note: This format in citing figure and table source only applies to APA. Sources of tables and figures in SBL should appear in the footnotes and formatted as any other footnote entry.



2

1 → *Figure 1. Levels of culture in Rastafari.*
 Note: From *Creative and Free PowerPoint Templates*, Showeet, 2020, retrieved from <https://www.showeet.com>

4 → different Afro-Caribbean folk religions. These rituals reflect the various systems of belief to which Rastafarians adhere based on their assumptions of reality or worldview.

Worldview, according to Muller (2000), functions on three basic planes. These planes are enumerated as (a) innocence/guilt, (b) shame/honor, and (c) fear/power. An analysis of the data in Chapter 3 alludes to the notion that the Rastafari worldview functions on the innocent/guilt plane. The main reason for this is that Rastafarians, for the most part, are zealous in their advocacy of freedom and justice. They see slavery and colonialism as moral evils that must be avenged. P1A specifically mentioned that Rastafarians see themselves as innocent victims of the trans-Atlantic slave trade and colonialism and desire retribution for the injustices done to them.

teacher delivering a
 oretically.
 perfect life and try or
 could reveal the fact
 recognize their

Appendixes

The appendix contains materials that are not essential to the paper but that are useful to the reader, often including questionnaires, correspondence, additional data/analyses, original transcriptions, etc.

- 1 Appendix Titles.** The appendixes follow the text and are numbered with arabic letters (A, B, C). Appendix titles are bold, and 2.0 inches from the top of the page, like other chapter title pages. Each appendix is listed separately by letter in the table of contents. Examples:

APPENDIX A	APPENDIX B	APPENDIX C
CORRESPONDENCE	QUESTIONNAIRES	RAW DATA

- 2. Reference to Appendix Material.** Like tables and figures, EVERY appendix MUST be mentioned at least once in the text, to draw the reader's attention to its existence. It is also good to indicate the purpose of making the material available (e.g., for a more complete discussion of this anomaly, see Appendix C).
- 3. Appendix Organization.** Grouping like materials into one appendix is recommended unless there are very few items. There is no required order, but materials are usually organized in the order in which they are mentioned in text.
- 4. Cover Sheets.** Cover sheets are usually used to identify and/or group appendix materials. The appendix title and number/letter appear EITHER on the cover sheet (5 inches from the top of the paper) before each appendix, OR at the top of the first page of the appendix (not both places). Cover sheets are counted, but page numbers do NOT appear on them.
- 5. Do I Need Cover Sheets?** Cover sheets are necessary if you have an instrument, letter, or other document which doesn't have room for the appendix title at the top of it. If NONE of your appendixes require cover sheets, you may put the appendix labels at the top of the first page of every appendix. If ONE of them needs a cover sheet, however, they all should have a cover sheet, for uniformity.
- 6. Page Numbering.** If page numbers already appear on the appendix material, place your new page numbers in the bottom right-hand corner in square brackets.
- 7. Spacing/Format.** Appendixes are ideally double-spaced and with the same margins as the rest of the research document, however, this is not always possible. Flexibility in format is required in this section, since the documents are frequently may not be reformatted. It is important, however, to be sure that text will still be visible after the binding/trimming process.
- 8. Questionnaire Considerations.** Many research studies require student-prepared questionnaires. If your paper requires such an instrument, it must appear in the appendix *as it was presented* to the respondents. A description of the instrument, as well as a few sample questions or parts of the instrument may also appear in the main body of your paper. With this in mind, observe the following:
 - Each item must be in the same tense, and in parallel grammatical construction.
 - Spelling, grammar, and punctuation must be corrected before the instrument is used.
 - Rules governing margins, spacing, etc., of the dissertation proper should be followed whenever possible in the preparation of the questionnaire.
 - If a prepared instrument is used which does not meet the margin/spacing rules, it can be included. If need be, it can be photocopied and reduced in size so that it fits the necessary margins for binding.

1

APPENDIX A

FIELD OF DISCOURSE ANALYSIS
IN JOHN 5:19-30

Table A1

Field of Discourse Analysis in John 5:19-30

Verse/clause	Predicate	Common expression	Speech function	Subject	Complements
v. 19a	ἀπεκρίνατο	Indicative	Statement/declarative	ὁ Ἰησοῦς	
v. 19b	ἔλεγε	Indicative	Statement/declarative	Μonolectic (he)	αυτοῦς
v. 19c	λέγω	Indicative	Statement/declarative	(I)	ὄμν

5

REVELATION'S CHIASTIC STRUCTURE

- A Prologue (1:1-20)
 - a John and the angel (1:1-3)
 - b The coming Jesus (1:4-8)
 - c John's commission to the churches
- B The seven letters (2:1-3:22)
 - Promises to the church as it exists in the world
 - C The seven seals opened in heaven (4:1-7:17)
 - x Christ praised ... the only one strong enough to break the seals (4:1-5:14)
 - y Judgment commences: The opening of the seals (6:1-17)
 - x Christ praised ... by the 144,000 (7:1-17)
 - D The seven trumpets (8:1-11:19)
 - E Satan attempts to devour the virgin's Child (12:1-5)
 - The woman flees into the wilderness (12:6)
 - Satan is cast out of heaven (12:7-12)
 - The woman flees into the wilderness (12:13-14)
 - Satan pursues the virgin (12:15)
 - D' The seven plagues (13:1-18)
 - The two beasts ... (13:1-2)
 - The seven angels cry ... (13:3-6)
 - The plagues poured out ... (13:7-10)
 - C' The seven angels survey the earth (14:1-5)
 - y The fall of Babylon and the destruction of the city (14:6-11)
 - x Christ praised by the multitude (14:12-13)
 - y The fall of Satan and the destruction of his kingdom (14:14-17)
 - B' The new Jerusalem (20:11-22)
 - Fulfillment of the promise made to the church (20:11-13)
 - A' Epilogue (22:6-21)
 - a John and the angel (22:6-9)
 - b The coming Jesus (22:10-13)
 - c John's commission to the churches (22:14-17)

²Welch, "Chiasmus in the New Testament," p. 10.

πᾶσι τοῖς ἐκκλησίαις
 τὸν πατέρα
 τὸν υἱὸν
 αὐτῶν
 αὐτοῦς
 ἔργα
 τοὺς νεκροῦς
 οὐδένα
 τὴν κρίσιν
 τὸν υἱὸν
 τὸν πατέρα

(table continues)

ary clause.

4

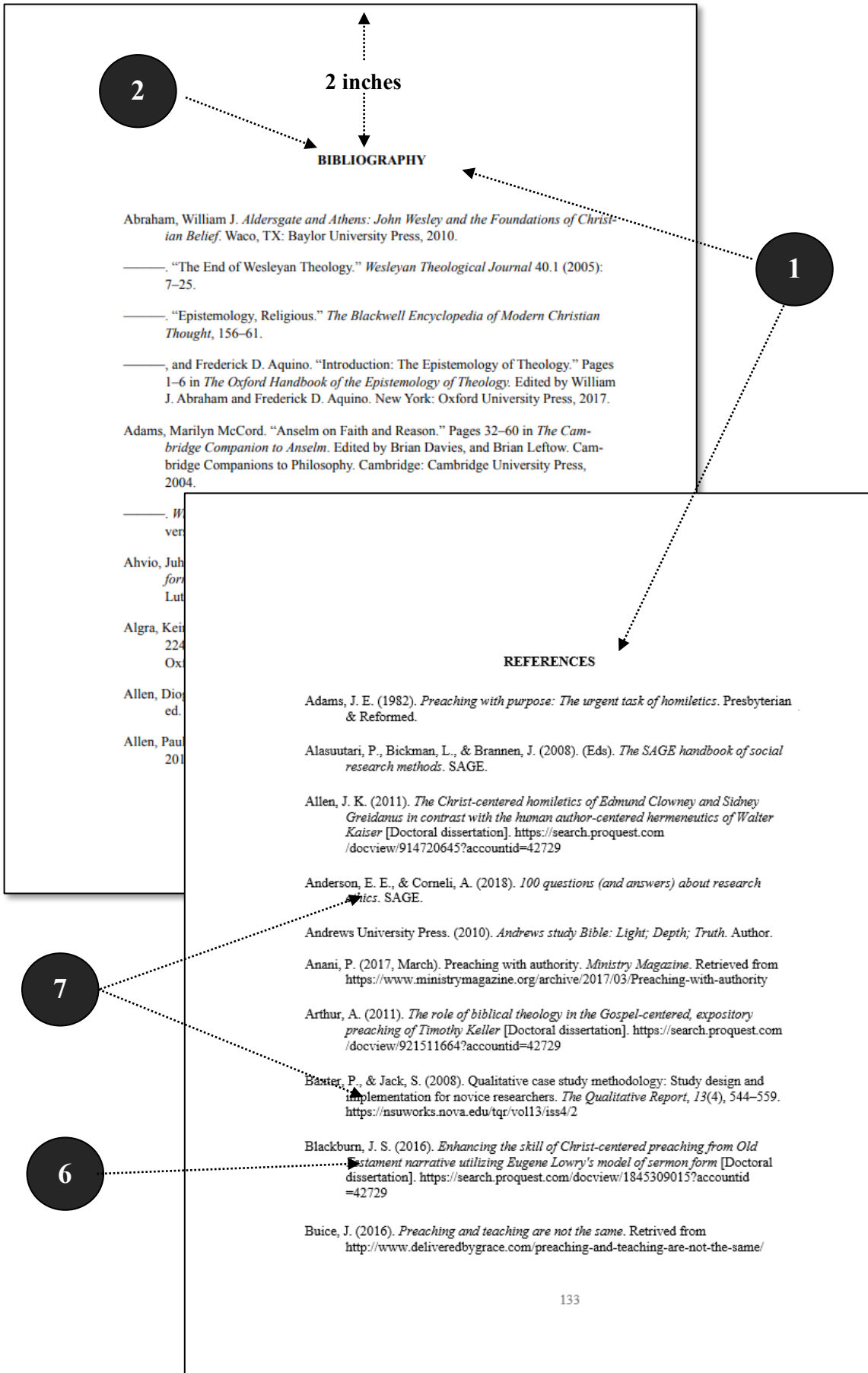
APPENDIX J

THE CHRONOLOGY OF SEVENTH-DAY ADVENTIST
MINISTERS WORKING IN GEORGIA FROM
1825 UNTIL 1977

Reference List/Bibliography

Papers using SBL usually include a *bibliography* that lists every source cited and other works that were consulted but not cited. Papers in APA include a reference list, which includes *only* those sources cited in the paper. In either case, *all sources* quoted or mentioned in the text *must* appear in the bibliography/reference list. In most cases, it is preferable for the bibliography to appear in *one* list rather than in several categories. Other scholars will find it much simpler to search one list rather than search through several categories to locate items of particular interest. Two or more categories may be used if it is considered essential, but only with the approval of the research committee chair.

- 1 APA style uses a reference list. SBL uses a bibliography. Follow exactly the rules for the style in which your paper is written.
- 2 In either case, the heading begins 2.0 inches below the top of the page.
3. Single space the reference list/bibliography. Double space between entries.
4. Reference lists and footnotes have a lot of detailed format rules contained in the style manual. The introductory style chapters in this book are *not* intended to replace the APA manual or the *SBLHS*. Consult the style manual or check online if you have questions about how to format a reference. Check with your professor(s) or the editor if you do not find the answer.
5. Consistency is raised to an art form in the reference list. Check things, then check them again. Check one by one to be sure all authors cited in text **are actually in your reference list**. APA style users, check that all authors in the reference list are actually cited in text (SBL allows for materials in the bibliography that were read but not cited).
- 6 Web sources can be difficult to cite properly, are often missing information, and the rules keep shifting in order to keep up with the changes in technology. For internet sources, it is important to find up-to-date tools to help you cite them properly. Fortunately, the internet is also a good source of information on how to format web references. Be sure to consult it. Check your online sources near the end of your research, to be sure the URLs actually work. Update/change sources as needed.
- 7 Break a URL before punctuation, never within a word or number element. Do not insert a period at the end of a URL (for APA), or add a hyphen if you break it over two lines—these could make retrieval impossible. URLs should be in black font and *not* underlined.
8. In general, in APA style, URLs no longer require a retrieval date for published material. Check with your research style guide or with one of your professors if you have a question about this.
9. Acronyms/abbreviations are not acceptable as entries nor are they included anywhere in the entries, except if they appear in the original source as part of the title or corporate author.



Curriculum Vitae

A brief résumé (one page only) in list format of your educational and professional accomplishments is required for all dissertations and theses. Follow the format in the sample below.

Blank pages

The first and last sheets of your work should be blank. These blank pages are not counted.

PETRONIO MARDO GENEBAO	
Curriculum Vitae	
Personal Information	
Date of Birth:	December 8, 1976
Place of Birth:	Silang, Cavite
Age:	45 years old
Civil Status:	Married
Citizenship:	Filipino
Religion:	Seventh-day Adventist
Mother's Name:	Librada Gonzalez Mardo
Father's Name:	Agrepino Layto Genebago
Wife's Name:	Jeneva Dalida Genebago
Children's Names:	Konstantin Von and Harold Jon
Date of Ordination:	May 2, 2008 at CLAA, Florida, Pampanga
Educational Background	
2016–2022	PhD in Religion, Emphasis in Old Testament and Cognate in Systematic Theology Adventist International Institute of Advanced Studies, Philippines
2014–2016	MA in Religion, Emphasis in Biblical Languages Adventist International Institute of Advanced Studies, Philippines
	Thesis Equivalent Title: "Inner-Biblical Allusion of the Day of the Lord in Mal 1:2–5 and Its Thematic Function"
2007–2013	Master in Ministry Adventist International Institute of Advanced Studies, Philippines
2000–2003	Master in Public Health major in Health Promotion, <i>Cum Laude</i> Adventist University of the Philippines
1994–1999	Bachelor of Arts in Theology and Bachelor of Arts in History of Philosophy of Religion
Work Experience	
2020–Present	Youth Director Southern Asia-Pacific Division
2013–2019	College of Theology Faculty

Chapter 9

Computer Formatting Tips

Computer formatting tips are frequently learned *during* the process of writing a major research paper rather than before, which often leads to extra time needed to complete the work. This collection of suggestions by researchers who have gone before is designed to save you time and energy but will not replace a basic knowledge of word processing or the ability to use the help screens when you don't know what to do. Since most students at AIIAS use Microsoft Word (Microsoft Office), many specific tips will be given for that software. Many, however, are more generic in nature and can be used with any word processor.

General Instructions

Consistency

Human beings are not by nature as consistent as is necessary for computer work. All headings need to be used in the same way in every chapter. Spacing, margins, fonts, among others need to be consistent throughout the **entire** document. Research does not leave room for much creativity in the way it is displayed. There is **only one** font and, generally, **only one** font size. Spacing before and after headings must be exactly consistent throughout.

The easiest way to achieve this kind of consistency involves two steps.

1. Try to take note of the basic pattern to follow while you are writing the document and follow it as well as you can. Write down the pattern so you can refer to it if you forget.
2. Once a major section of your document is completed, go over it to check for consistency. This involves scanning the electronic document for **one specific concern at a time**. Look through it to check heading levels and spacing. Look for margins and page numbering. Check that all indents are the same and that all numbered lists match. Work with table titles, spacing, and contents.

These things are difficult to see if you search for all of them at the same time. Take the time to check each one before printing and giving your paper to your research committee chair or the editor.

Spacing vs. Tabs

Many people try to use spaces to format lists, to align information inside tables, or for parallel columns. A general rule in electronic documents is to **avoid** using spaces for aligning information at all times. Use tabs. If there is no tab set in the position you desire, it can easily be adjusted on the ruler bar or through the menu system. Inside tables, use **Control + Tab** to achieve the same result.

Page Setup

Page layout is easiest when the correct page layout is set up before typing begins. If you are using Word (Microsoft Office), go to **Layout > Margins**, choose **Custom Margins**. With the paper in portrait mode, set the margins at 1.5 inches for the left and 1.0 inch for the other three. In the **Paper** tab, set the paper size to Letter. In the **Layout** tab, set the footer to 0.9 inch. The page numbering can be set to bottom center.

Printers

Early in a research project, you may not yet know what printer you will use to print your final draft. This needs to be decided nearer the beginning than the end, as different printers deal with text differently, and pagination may shift noticeably. Once you have done the fine formatting for page breaks, do not change printers unless it is absolutely necessary.

Large Documents

Computers have many tools for working with a large document that are worth knowing about. Moving about in a document can be greatly facilitated by the following:

Table 9

Keyboard Shortcuts for Moving Around in a Large Document

Effect	Windows Command	Mac Command
Go to the last page of the document	Ctrl + end	Fn + cmd + right arrow
Go to the first page of the document	Ctrl + home	Fn + cmd + left arrow
Go to the beginning/end of the line	Home/end	Cmd + left/right
Go to a specific part of the document	Ctrl + G	Opt + Cmd + G
Find a specific word/phrase in the document	Ctrl + F	Cmd + F
Highlight entire document	Ctrl + A	Cmd + A
Find and replace words in a document	Ctrl + H	Cmd + shift + H

Quick Formatting

Keyboard shortcuts tend to be much faster than mouse/menu combinations, so learning some of them can save you a lot of time. Commonly used shortcuts for formatting include the following:

Table 10

Quick Formatting Keyboard Shortcuts

Effect	Command	Mac Command
Center	Ctrl + E	Cmd + E
Left/right justify	Ctrl + L/R	Cmd + L/R
Bold/italics/underline	Ctrl + B/I/U	Cmd + B/I/U
Single/double line spacing	Ctrl + 1/2	Cmd + 1/2
Undo	Ctrl + Z	Cmd + Z
Redo an undone action	F4 or Ctrl + Y	Cmd + shift + Z
Copy/cut/paste	Ctrl + C/X/V	Cmd + C/X/V
Adjust spacing (table lines, tabs) more finely than a whole space at a time	Alt + click and drag to adjust	Fn + Opt + click and drag to adjust

Changing Page Layout in the Middle of a Document: Section Breaks

Most have struggled with trying to insert a single landscape page into a Word document or moving/removing the page number without destroying all the formatting that is already set. The reason is that Word has the underlying philosophy that if you want something changed on page 57, you really meant to change it all the way back on page 1. Fortunately, there are solutions for this. The first is to insert a section break anytime you wish to do something different with the formatting. Go to **Layout > Breaks > Section Breaks > Next Page** on the page just before the page you want to format. If the new section is different from what follows, also insert a section break after it.

Second, if the change has to do with headers or footers (read, page numbering—style, position, etc.), you need to go to the footer and “disconnect” it from other footers, so it will not affect all the other footers back toward the beginning of the document or forward to the end. Double click on the page number to enter the footer editing space. Click the button **Link to previous** from the **Header & Footer** menu bar, and you will see that on your footer, it no longer says “Same as Previous.” Go to the footer for the next section and also “disconnect” it from the section you wish to modify. Once this is done, any changes made to the numbering in this section will not affect the other sections.

Tips for Specific Problem Areas

Footnotes

Footnotes may be handled slightly differently by different word processing programs. The basic AIAS idea is to allow some variation in format based on program differences but to require the student to be consistent. The length of the separator line and the spacing before/after it may vary from individual to individual, but should be consistent throughout your paper.

To achieve continuous footnote numbering for each chapter in Word, you have two options: (1) make each chapter a separate document (this will work for a while, but not when you need to submit your electronic document to the Library once you have finished); (2) keep all chapters in one document, but insert a section break at the end of a chapter, as explained above. Click **References > Footnote** pull-down menu choose **Below text** under **Location**, and choose **Restart each section** under **Numbering**. Make sure to **start at 1** (under format) and apply the changes to **This section** (under apply changes).

Page Numbering

Be sure to change the default page number to the same font type you are using for the text. If you need to restart page numbering, leave a page without a number, or paginate a landscape page, insert a section break and make sure that footer is not connected to the others before you continue. If you have a landscape page and need to put page numbers on it, if it will not format automatically, insert a text box with the number in the appropriate position.

Section Breaks

If you need to change from letter to landscape, roman to Arabic numerals, or any other major format change, be sure to insert a section break on the page before the change. This will allow you to have several different format styles together in the same document.

Table of Contents

The table of contents contains the first 3 levels of headings *exactly* as they appear in your paper and the page numbers on which they are found. There are two basic approaches to creating a table of contents: you can type the titles manually or have the computer do them for you automatically.

Manual Method

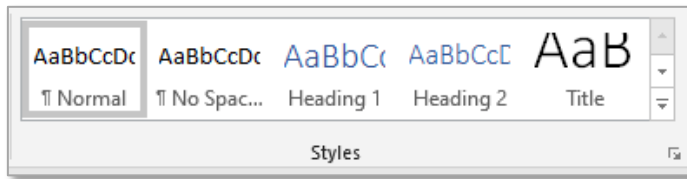
Type the entries you wish to include in the table of contents and set a tab with dot leaders to create the line of dots. Set the tab by choosing **Home > Paragraph > Tabs**. Clear the other tab stops and set one at 5.5” with alignment **left** and **leader 2** (the one with dots). Add a second tab at 6.0” with alignment **right** and **no dot leader** to make the blank space before the number. At the end of each table of contents entry, insert a tab, which should create the dot leader. Insert a second tab, which should make the space and right align the page numbers. Additional tab stops should be added at 0.3” and 0.6” (left, no dot leader) for indenting the second and third level headings (see below).

Sample Heading 1	13
Second Level.....	65
Third level.....	134

Automatic Method

The easiest way to create a table of contents is to use the built-in heading styles (preset formatting applied to headings). Microsoft Word has different built-in styles already created. Built-in heading styles in Word will not match the exact heading styles that AIIAS requires, however. To solve this problem, you will need to modify them. Once set, however, you may use the styles for your entire paper, so it is worth the 5 minutes to set them up.

1. **Marking entries using built-in heading styles.** To mark entries by using built-in heading styles, use the following procedures:
 - a. Select the heading in your text to which you want to apply a heading style.
 - b. On the *Home* tab, in the *Styles* group, click the style that you want.



For example, if you selected a heading in your text that you want to style as a main heading, click the style called *Heading 1* in the Quick Style gallery.

You can also create a table of contents based on the custom styles that you have created. To do this, select a heading or a text from your document. Go to *Home*, open the *Styles* group, and select *Save Selection as a New Quick Style*.

Modifying the Styles for Various Levels of Headings. To modify the built-in styles of headings for the Table of Contents, go to *Styles*, select a specific built-in heading style (for example, *Heading 1*), *right click*, and go to *Modify*. From there, you can format the heading based on the AIIAS heading styles.

The table below gives details about left indentation for different styles of headings. For an idea of what the screen looks like for working with table of contents headings, see the following page.

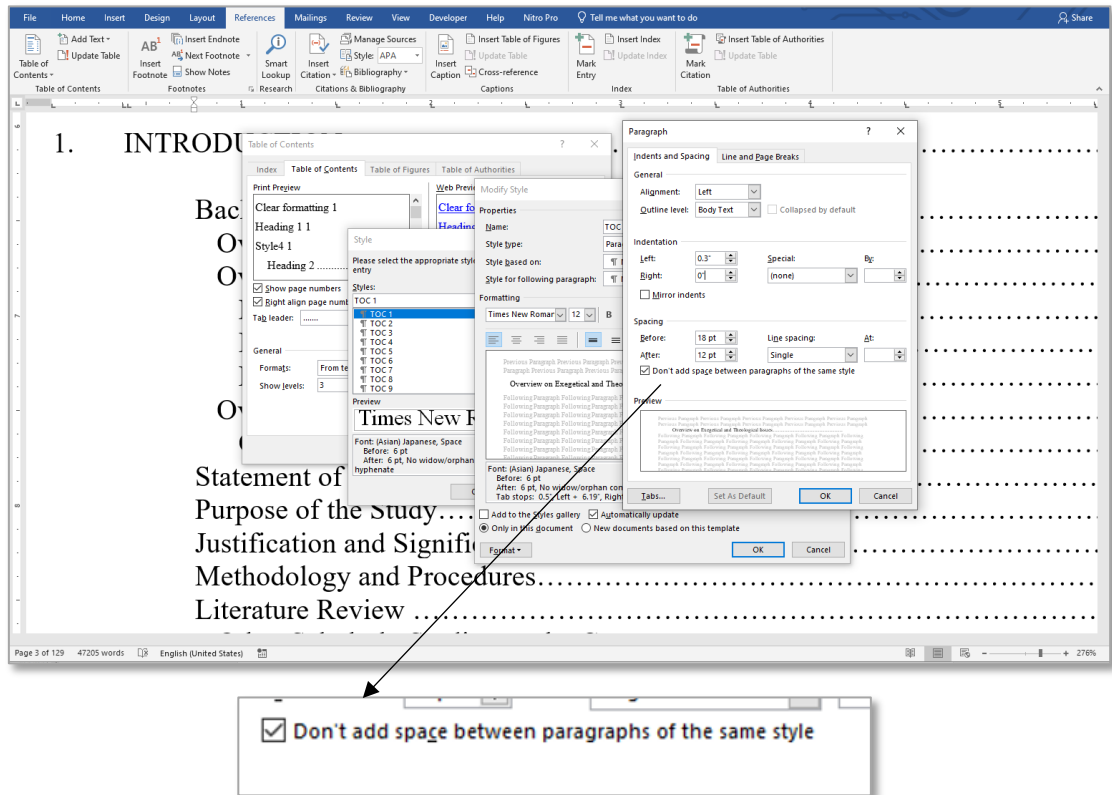
Table 11
Formatting the Heading Styles in MS Word (Template)

Heading/text	Name of style	Alignment	Bold/italic	Spacing	Indent	Before	After
Body text	Normal	Left	Not bold	Double	First line (0.5")	0pt	0pt
CHAPTER NUMBER*	Title	Centered, CAPS	Bold	Single	None	72pt	0pt
CHAPTER TITLE**	Heading 1	Centered, CAPS	Bold	Single	None	12pt	24pt
Subheading Level 1	Heading 2	Centered	Bold	Single	None	12pt	12pt
Subheading Level 2	Heading 3	Left	Bold	Single	None	12pt	12pt

Subheading Level 3	Heading 4	Left	Bold	Double	First line (0.5")	0pt	0pt
Subheading Level 4	Heading 5	Left	Bold, <i>italicized</i>	Double	First line (0.5")	0pt	0pt
Subheading Level 5	Heading 6	Left	Not bold, <i>italicized</i>	Double	First line (0.5")	0pt	0pt

* To avoid confusion with the style of Body Text (**Normal**), the style of Chapter 1 (2, 3, etc.) can be either **Title** or **No Spacing** (optional). In any case, it will not appear to TOC.

** It should also be applied to other title headings such as Bibliography/References, Appendixes, List of Tables, List of Figures, List of Symbols and/or Abbreviations, and Acknowledgments to appear in the automatic TOC.



Formatting the Heading and Subheadings. Once the modification of the heading styles is done, each heading style must be applied to the appropriate heading level during the process of writing (see below the “Sample Headings”). In that sense, the writer is preparing for an automatic TOC to be generated later at the blank page in the preliminary pages.

- a. For example, once the chapter title is typed, highlight it (e.g., **INTRODUCTION**), go to **Styles** menu, and click **Heading 1** (Level 0).
- b. Likewise, do it to the other sub-headings:
 - Level 1 (**Heading 2**)
 - Level 2 (**Heading 3**)
 - Level 3 (**Heading 4**.—exclude the dot in applying the style)
 - Level 4 (**Heading 5**.—same)
 - Level 5 (**Heading 6**.—same)

Note 4: Make sure, the style does not apply to the main text (**Normal** style) or else the whole section with the subheading will also appear in the TOC when it is generated. So, apply the appropriate style only to the subheading (4-6) excluding the dot/period (.) after the subheading. The period (e.g., **Subheading 4**. Text . . .) separates the two different styles between the subheading (Heading 4 style) and the text (Normal style).

- c. **Level 0: Chapter Number (Title Style)**
 - **CHAPTER 1**—(2” from the top, Bold/Centered, Caps)
 - **Note:** If the style (Title) is used for chapter number based on Table 1, the vertical alignment and spacing are already set and applied. They are also applied to other headings/subheadings. Just check the spacing and the vertical alignment.
- d. **Level 0: Chapter Heading (Heading 1 Style)**
 - E.g., **INTRODUCTION** (Caps/centered/bold)—1 blank line/space (double space) from chapter number

Sample Headings

Below are samples and explanations for how to create each level of subheading in an AIIAS research paper.

Table 12
Sample Headings in AIIAS research paper

Heading 1	CHAPTER 1 INTRODUCTION	<i>Level 0</i> (centered, all capitals, bold)
Heading 2	Existing Cross-Cultural Mission Approaches	<i>Level 1</i> (centered, title case, bold)
Heading 3	Kinship in the Exilic Period	<i>Level 2</i> (left margin, title case, bold)
Heading 4	God and disabilities. What role does God play in disability? Does He purposely allow . . .	<i>Level 3</i> (indented, bold, sentence case, ending with a period)
Heading 5	<i>Sons of prophets.</i> The study also seeks to trace relationship, conduct, and kinship in . . .	<i>Level 4</i> (indented, bold, sentence case, italics, ending with a period)
Heading 6	<i>Ministering to people’s needs.</i> Jesus went about ministering to people’s needs. He healed the . . .	<i>Level 5</i> (indented, italics, sentence case, ending with a period)

- e. **Level 1: First Heading (Heading 2)**—centered, title case, bold—2 blank lines (triple space) from Chapter heading
- f. **Level 2: Subheading (Heading 3)**
 - Left margin, title case (see exceptions above), bold
 - 2 blank lines (triple space) from level 1 heading
- g. **Level 3: Subheading—First line paragraph. (Heading 4)**
 - Indented (0.5”), bold, sentence case, ending with a period.
 - 1 blank line (double space) from level 2
- h. **Level 4: Subheading—First line paragraph. (Heading 5)**
 - Indented (0.5”), bold, sentence case, italics, ending with a period.

- 1 blank line (double space) from level 3
- i. **Level 5: Subheading—First line paragraph.** (Heading 6)
 - Indented (0.5”), italics, sentence case, ending with a period.
 - 1 blank line (double space) from level 4

2. Setting and Generating Automatic Table of Contents

Once the writing is done with the heading styles, the next step is to create an automatic TOC. The automatic TOC makes an easy access to each section/page of the document. The exact page number of each heading is already set in place. There is no need to do manually the page numbers in the TOC. To make and generate automated TOC in a preliminary page/section break of the same document, do at least three main things: (A) modify the setting of TOC with spacing, indention, and tabs; (B) insert and generate the automatic TOC in the right page; and (C) reformat and adjust the TOC headings manually.

(A) Modify the setting of TOC

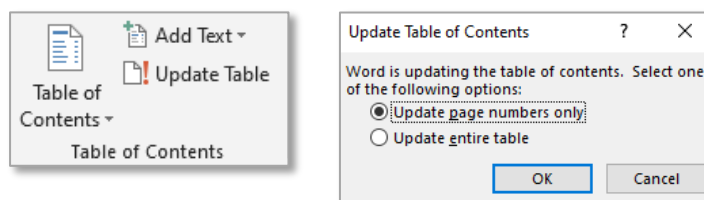
Reference menu → **Table of Contents** → **Custom Table of Contents** → Adjust levels of TOC to 4 levels (up to 4 levels only—may appear in the TOC) in **Show levels** (under **General**)

1. In the same **Style** window, **Modify TOC** from **TOC 1** to **TOC 5** (depends) that you want to appear in your TOC. **Modify TOC** one by one by highlighting **TOC 1, 2, 3,** and on:
 2. **TOC 1**—click **Modify**.
 - a) In the **Modify Style** window, under **Formatting**, click **Paragraph**—make it sure that the font is **Times New Roman, 12pt** size, **Automatic, left alignment,** and **single space**. Check **Add to the Styles gallery** (optional), **Only in this document,** or **New documents based on this template** (optional). **Automatically update** is also optional (but better not to check it).
 - b) Next, click **Format** icon (below left corner) to adjust indention and/or spacing → **Paragraph...**
 - **Indention**—Left: 0.3”; Special: 0.25”
 - **Spacing**—Before: 72 pt; After: 0 pt; Line spacing: Single; Add space
 - c) Next, click **Format** → **Numbering** → **Define New Number Format** (12pt, Left, Times New Roman)
 - d) Next, click **Tabs...** (below left corner of the same window) → first, **Clear All** in the Tab window, type **5.5”** in the **Tab stop position**, check **Left** alignment, check **leader 2...**, and click **Set**. Then, type **6.0”** in the **Tab stop position** of the same window → **Right** alignment → **leader 1 None** → **Set** → **Ok** and **Ok** until you return to TOC to format the next TOC (until you are done).
3. **TOC 2, 3, 4, 5**—**Follow #3, letters a, b, and d.** However, for **letter b**—do the following adjustments→ **Paragraph**:
 - **TOC 2**—Indention (Left: 0.7” [**0.8”**]; Special: none); Spacing (Before: 0 pt; After: 0 pt; Line spacing: Single; Don’t add space)
 - **TOC 3**—Indention (Left: 0.9” [**1”**]; Special: none); Spacing (Before: 0 pt; After: 0 pt; Line spacing: Single; Don’t add space)
 - **TOC 4**—Indention (Left: 1.1” [**1.2”**]; Special: none); Spacing (Before: 0 pt; After: 0 pt; Line spacing: Single; Don’t add space)
 - **TOC 5**—Indention (Left: 1.3” [**1.4”**]; Special: none); Spacing (Before: 0 pt; After: 0 pt; Line spacing: Single; Don’t add space)

- (B) Insert a section break in the appropriate page for TOC. Bring the cursor [I] *in front of the first letter* of the first sentence or heading (e.g., ICHAPTER 1) at the top of page and click **Page Layout** → click **Breaks** → click **Next Page** (under **Section Breaks**). Then, you can now insert an automated Table of Contents on that blank page.
- (C) Click **Automatic Table 2 (TOC)** → adjust the format of the TOC based on AIIAS Manual.
- Adjust the spacing between the preliminary headings (one blank space), Chapter headings and sub-headings (one blank space).
 - Create a number list (click **Numbering** icon) for the Chapter headings (1, 2, 3, and so on) and adjust the Chapters' indention/format (Go to **Paragraph** → Indention: **Left 0.3"**; Special: **Hanging 0.2"** → **Ok**).
 - All main and Chapter headings should be in **UPPERCASE**. All sub-headings should be in **Capitalize Each Word** in the TOC (see the guidelines above—"Level 1 Heading," under "Formatting Headings").
 - Move the page number/s (one by one) to the right alignment by using Tab.

Note: Automated **TOC** can be done during writing (always update—page only/entire Table) to see the headings of the paper. But its format should be finalized after writing and editing a term paper, thesis, or dissertation in a preliminary page break section of the same document prior to the printing and/or submission.

Updating the Table of Contents. After inserting the table of contents, the page numbers or the entire table can be updated automatically if you make changes to your headings or if page numbers shift. To update the table, click **References** then choose **Update Table** from the **Table of Contents** group. From the dialog box, you may choose the option you want to update.



Footnoting and Making Bibliography

Table 13

Heading/text	Name of style	Alignment	Bold/italic	Spacing	Indent	Before	After
Block Quotation	Block Quotation	Left (0.5")	Not Bold	Single	Depends	0pt	12pt
Footnote*	Footnote Text	Left	Not Bold	Single	First Line (0.5")	0pt	12pt
BIBLIOGRAPHY, APPENDIXES	Heading 1	Centered, CAPS	Bold	Single	Hanging (0.5")	0pt	12pt

To make a blank space, highlight all footnotes and then click **Add Space After Paragraph** under **Line and Paragraph Spacing** menu. However, there is no space between paragraphs in a footnote.

- To arrange References/Bibliography in alphabetical order: Highlight all references except the title, go to/stay in **HOME** window, click the sorting icon **A-Z**.
Note: Title/s of an article/s with quotation marks (“ . . .”) cannot be sorted out properly; an opening quote should be removed first before sorting alphabetically; retype it afterwards. Also, do not sort a title that begins with an article “an” or “the,” only next main word).

Chapter 10 Forms

A variety of forms are required for research papers at AIIAS. If you have any doubt as to what is required, consult your research committee chair or your program director for further information.

Table 13
Types of Forms

	Get form from	Inter-pretive	Human subjects	Project	Completed form goes to	Approved form goes to
Topic Request	Department secretary	√	√	√	Department	Department cc Research Committee Chair
AdCom Approval (any study at/about AIIAS)	N/A see p. 27 for instructions	√	√	√	Research Committee Chair→ VP Academic Adm	President's secretary cc Research Committee Chair
Proposal Approval	Department secretary	√	√		Research Committee Chair→ Prog Committee	Department cc Research Committee Chair
Ethics Review Board (ERB)	ERB secretary		√	(if data is to be collected)	Research Committee Chair→ ERB Chair	Research Committee Chair
Plagiarism Statement	Dean's secretary	√	√		Editor	Editor
Editing Checklist	Dean's secretary	√	√	√	Research Committee Chair→ Editor	Research Committee Chair
Application for Change of Status (doctoral students)*	Admissions & Records	√	√		Department/ Program Committee	Admissions & Records
Defense Report Form	Dean's secretary	√	√		Research Committee Chair→ Editor → Dean	Dean's secretary
Signature/ Approval Page **	Dean's secretary	√	√	√	Research Committee Chair→ Dean	Student cc Admissions & Records
Repository Form*	Library Counter	√	√		Library	Library
Clearance Form*	Admissions & Records	√	√	√	Admissions & Records	N/A

*These forms are not illustrated in this chapter, as they are general forms for all students, and not specific to research.

** This form is not illustrated in this chapter, as each one is unique. For a sample, see p.68. Work with the Dean's secretary to create your form when you are nearing the end of your research.



Theological Seminary

TOPIC REQUEST

Name: _____ Degree Sought: _____ Date: _____
Suggested Title: _____

Process: Briefly describe your study in a page or two, and share it with professors. As you negotiate your topic, method, and committee, this document should grow to 5-10 pages in length, and should include the sections listed below (instruments and references may also be attached).

Directions: When the topic request is sufficiently developed for the committee to accept, it should be submitted to the Department Committee. This constitutes preliminary approval for a thesis/project/dissertation, and final approval for a project.

1. Briefly state the topic and give reasons for your interest in it. (Intro)
2. State the relationship between the proposed topic and a biblical worldview.
3. Briefly share from the literature why this topic is timely, important, and not yet addressed. (Gap in literature—not the whole literature review)
4. Purpose/problem you plan to address.
5. Describe the methodology and analysis to be applied in this research. Include a description or a copy of any instruments already selected for the study.
6. Briefly indicate the ethical issues involved in the research and how you will address them.
7. What resources/skills are needed to study this topic, and how will you find or develop them?

Proposed Committee

Signature on the line below indicates the following:

1. You are satisfied with the study design, methodology, and writing of the topic request.
2. The study proposes research worthy of the degree sought.
3. You are willing to serve on this committee in the capacity specified below.
4. Authorship of any publication or presentation resulting from this collaboration must be determined by consensus and must secure the written permission of all involved.

_____ <i>Proposed Research Committee Chair</i>	_____ <i>Research Committee Chair's Signature</i>	_____ <i>Date</i>
_____ <i>Proposed Methodologist</i>	_____ <i>Methodologist's Signature</i>	_____ <i>Date</i>
_____ <i>Proposed Member</i>	_____ <i>Member's Signature</i>	_____ <i>Date</i>

Department Committee Action

- | | |
|---|--|
| <input type="checkbox"/> Approved with no modifications | <input type="checkbox"/> Revise and resubmit |
| <input type="checkbox"/> Approved with modifications | <input type="checkbox"/> Denied; present alternative topic |

Department Approval: _____ Date: _____

Comments/Recommendations: _____

Dept. Chair's Signature

Date

Please return this document to the Research Committee Chair for their records.



Theological Seminary PROPOSAL APPROVAL

Name: _____ Degree sought: _____ Date: _____

Suggested title: _____

Proposal-ready agreement: _____ Date: _____
Research Committee Chair Methodologist Member

Date received by the Dean: _____ Approval date/time _____

PROPOSAL APPROVAL: *Granted* *Denied* Date: _____

Approved title: _____

Recommendations (attach additional sheet if needed):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Research Committee Chair

Methodologist

Member

Presider

Please return this document to the Research Committee Chair for their records.



AIIAS CODE OF RESEARCH

Background

The Adventist International Institute of Advanced Studies (AIIAS) recognizes its place as one of the foremost Adventist institutions of higher education with the mandate and responsibility to engage in and promote research. Thus, AIIAS is committed to pushing the boundaries of research in its academic areas of strength in order to advance knowledge for the benefit of the world. Aware of this responsibility, AIIAS aims to nurture an attitude of inquiry among its students and faculty, and to support the practice of research and sharing of ideas. Moreover, it is the intention of AIIAS to ensure that these values are carried to and practiced in the institutions and work places where its graduates will serve.

To accomplish this, AIIAS is committed to fostering a culture of quality research on its campus as a way of achieving academic and professional excellence, and to cultivate an environment conducive to the development of visionary and innovative leadership, openness, and accountability. It is expected that the resulting culture of honesty in inquiry will strengthen the internal sharing of ideas, methods, and research results and will support effective partnerships among scholars and research groups, as well as collaboration between academic disciplines and research institutions. It is hoped that this will result in an environment in which researchers will cultivate and maintain mutual respect for one another, including duly acknowledging the contribution of each participant in collaborative research efforts.

To this end, this code of research is developed to guide and support research that meets internationally accepted ethical standards. In addition, the code will enable AIIAS faculty and students to carry out academic inquiry in ways that will advance its goals and that are consistent with and supportive of its mission. Specifically, this code of research takes into consideration the responsibility of AIIAS as an institution to help the global Adventist Church develop leaders for the Church and society.

Code of Research

The code incorporates AIIAS aspirations to contribute to learning and the development of higher education and to be effective in the role it intends to play in solving problems and making a difference in the world.

To assist in supporting and guiding research activities of AIIAS faculty and students, and the institutions associated with it, these research guidelines set out the requirements for research planning and ethical considerations for the collection, storage, management and dissemination of information that is generated in the course of the research process.

General Principles

Scholarship at AIIAS is guided by the principle that the overriding goal of research should be an active process of supporting improvements in people's lives. For this reason, the well-being of the human participant in research should take precedence over the interests of science. Other principles of this code are non-maleficence and beneficence, which refer to the systematic regard for the rights and interests of others. Non-maleficence is the principle of doing no harm, or permitting no foreseeable harm to participants in research. This includes respecting the rights of others both in the research process and in the consequences of research. Beneficence refers to the requirement to serve and uphold the interests and well-being of others, and the requirement to do good, not harm, to other people.

The steps outlined below are an expression of the principles of ethical research at AIIAS.

1. AIIAS Faculty and students intending to engage in research must secure ERB (Ethics Review Board) approval for all research involving human subjects before commencing data collection.
2. Faculty and students engaged in research must not compromise the principles of non-maleficence and beneficence at any time.
3. Faculty and students engaged in research are required to ensure that the interests of all participants, whether directly or indirectly involved in the research, are taken into account when evaluating the research against the principles of non-maleficence and beneficence.
4. The ethical implications of research should be considered at all stages of the research process, not simply at the initial stage of obtaining approval.
5. All research involving human participants must conform to generally accepted scientific principles, and must be based on sufficient knowledge of the literature and other relevant sources of information. Research that unnecessarily duplicates other work, or which is not of sufficient quality to make a useful contribution to existing knowledge, is itself unethical.
6. Research involving human participants should only be conducted if the importance of the objective outweighs the inherent risks and burdens to the subject. Faculty and students planning research must consider the ethical implications of the research in relation to the physiological, psychological, social, political, religious, cultural and economic consequences of the research for the participants. The pursuit of knowledge, of itself, is not sufficient justification for disregarding social and cultural values that give meaning and add value to people's lives.
7. Faculty and students planning research must consider the implications of their work with respect to the reputation of AIIAS and its capacity to continue fulfilling its mission.
8. If the faculty members or students planning research are unable to make a competent judgment regarding the ethical acceptability of any aspect of their research they must seek expert advice before submitting their proposal for approval or embarking on the research.
9. Research must show due respect for the religious and cultural values of the participants. Procedures or methods that undermine the self-respect and dignity of any of the participants must be avoided.

Informed Consent

The following principles of informed consent should be taken into consideration when designing and conducting research.

1. Ethical conduct in research demands respect for the rights of others who are directly or indirectly affected by the research. The physical and personal autonomy of human participants in the research must be respected. Participants' right to privacy must be guaranteed, with adequate safeguards concerning confidentiality.
2. The responsibility for the well-being of participants must always rest with the researcher, and never on the participant, even though the participant has given consent.
3. Participation in research must be based on participants' fully informed consent obtained without any kind of coercion. The participant must be informed of the right to abstain from participation in the study or to withdraw consent to participate at any time without penalty. Written consent should be obtained.
4. The means by which participants are recruited must be carefully assessed in relation to possible or perceived rewards for participation. Should any rewards be offered to participate in research,

they should not be such that they might induce participants to accept risks or engage in behavior that they would normally avoid.

5. Prior to seeking informed consent the researcher must ensure that participants are fully informed as to the nature and the purpose of the research, how it will be conducted, the anticipated outcomes, who is undertaking it and how the outcomes will be disseminated. The information should be given well in advance of the research in a language that the potential informants can easily understand. A clear record of who, when and how consent was given should be maintained.
6. Some research populations are vulnerable and need special protection. Special attention is required for those participants who are incapable of giving or refusing to consent for themselves, as in the case of children or mentally incapacitated adults. In this case the researcher must seek expert advice on the appropriate measures to take.
7. Observational or covert studies involving human subjects require formal approval from AIIAS and the concerned organization. Research involving sensitive documents—the dissemination of which results may occasion unnecessary harm to individuals or institutions—requires AIIAS approval.
8. Where the nature of the research is such that informing participants before the work is carried out might render the results invalid, participants must be given appropriate explanations following the study and they must be allowed to exercise the option to withdraw their participation. In any case, researchers must provide convincing reasons why such research should proceed without informants' prior consent, and evidence that the likely benefits will outweigh this concern. Researchers must not deliberately deceive or passively mislead participants because of an expectation that their permission will not otherwise be obtained.

Confidentiality and Data Protection

The following principles of confidentiality and data protection should be observed at all times during the research process, as well as after the research has been completed.

1. Participants' confidentiality and anonymity must be maintained and their personal privacy protected. The identity of participants should not be revealed unless their written permission is obtained in advance of the study commencing.
2. Personal information of any sort must be regarded as confidential. All personal information must be coded or rendered anonymous as far as is possible and consistent with the needs of the study, and as early as possible in the data processing.
3. Researchers must observe appropriate procedures governing the collection, storage, disclosure and use of research data to guard against unauthorized disclosure of participants' identity and breaches of privacy and confidentiality posed by various kinds of information storage and processing. These types of storage and processing include computer and paper files, e-mail records, photographic material, audio and video tapes and any other information in which an individual is named, or from which an individual could be identified. Researchers must put in place methods of data disposal that conform to the principle of confidentiality.

Academic Integrity

Academic integrity at AIIAS is guided by the following principles:

1. The general principle of integrity must underpin all research activities, while honesty should characterize the relationship between the researcher, participants and other interested parties.
2. Research outputs must contain appropriate acknowledgment of the work of others, particularly the contribution of research students and research assistants. Issues related to joint ownership

of work by students and research committee chair, including joint authorship of publications, should ideally be discussed and agreed upon early in the planning of research.

3. Where appropriate, participants and other relevant stakeholders should be given access to a summary of the research findings and the conclusions that have been drawn from them.
4. Research reports should be truthful, accurate and demonstrably the work of the author/s concerned. Readers should be offered sufficient information to assess the justification of the author's inferences and interpretations of information.

Caveat

The requirements of this code must be considered binding for all AIIAS faculty, students, and staff at all times. The exception to this requirement is when AIIAS faculty or students are engaged in research in partnership with or under the auspices of another institution whose code of research provides for higher ethical standards and more protection for participants. In this case, the ethical requirements of this institution should be used in place of the AIIAS code.

Note. Some of the principles and ideas used in these guidelines have been borrowed and adapted from the following documents:

Kahnawake Schools Diabetes Prevention Project Code of Research Ethics, 2007. Retrieved from http://www.ksdpp.org/media/ksdpp_code_of_research_ethics2007.pdf

Thames Valley University Research Ethics Code of Practice, 2009/10. Retrieved from <http://www.uwl.ac.uk/files/Research/Ethics%20of%20Research%20CoP%20updated%20June%2009%20-%20final.pdf>

Brunel University Code of Research Ethics, 2003. Retrieved from http://www.brunel.ac.uk/__data/assets/pdf_file/0018/36045/CoEv7.pdf



AIIAS ETHICS REVIEW APPLICATION

It is the policy of the Adventist International Institute of Advanced Studies (AIIAS) that all necessary precautions must be taken when conducting research to ensure that no harm is done to participants in the study and that the interests of research participants are protected. The purpose of the Ethics Review Board (ERB) is to provide an independent check to ensure that these principles are observed by AIIAS faculty and students engaged in research. AIIAS requires its faculty and students to obtain ERB approval before embarking on data collection from human subjects.

It is not the purpose, nor is it the responsibility, of the ERB to provide guidance on ethical research procedures outside of those provided in this application form and the AIIAS Research Ethics Guidelines. The ERB will only approve studies that meet the required ethical standards; approval for research that does not meet these standards will be denied. Neither is it the purpose nor responsibility of the ERB to address issues of feasibility, methodology, or empirical soundness of research studies. That is the purview of the student's research committee and/or the departmental committee in the case of faculty researchers. The ERB will concern itself solely with the ethicality of proposed research studies, and ERB decisions should not be construed as an evaluation of the academic quality of the research design. Application guidelines and the required accompanying documentation to be submitted with the application are indicated on the following pages.

Applicant/Principal Researcher: _____

Title of Research: _____

Research Committee Chair: _____ **Methodologist:** _____

Application for (*Check as appropriate*):

Approval: _____ Exemption*: _____

(**Study does not involve data collection from human subjects.*)

Approval to submit application for ERB Approval/Exemption:

Research committee chair (signature) _____ *Date*

Checklist for Submission

Summary of research

Full proposal/project document

Research instruments

Consent forms

Other materials (specify): _____

FOR ERB USE ONLY

Research Approval/Exemption Granted _____

Denied _____

ERB Chair

ERB Action Number

Date

ERB Application Guidelines:

- I. The completed ethics review application form must reach the Chair of the ERB as early as possible AFTER proposal or project approval by the research committee. The ERB will meet biweekly, and only those applications received at least 7 days prior to the date of the meeting will be assured of processing. Applications submitted less than 7 days prior to the date of the meeting may be addressed at the discretion of the ERB committee members. However, the ERB is under no obligation to make exceptions to the 7-day rule.
- II. ERB approval is only valid for the documentation that has been submitted and considered at the time a decision is reached. If changes are made to research methodology or research instruments – no matter how minor – ERB approval must be requested again. Prior ERB approval for earlier versions of documentation must not be construed to apply to the newer unreviewed version. For this reason, ERB approval should be sought as one of the final steps in preparing to undertake a research study.
- III. If the researcher is a student, the application must be submitted through the research committee chair. The research committee chair will provide assurance that the student has followed relevant ethical procedures before submission and that ethical concerns raised by the ERB will be addressed.
- IV. Chairs of dissertation/thesis committees will be responsible for ensuring that proposals and data collection instruments are forwarded at the appropriate time to the ERB for processing and approval.
- V. The completed application form (in hard copy or electronic copy) must be accompanied by *electronic copies* of all the supporting documentation, including:
 1. A one-page summary of the research describing the basic premise of the study (an abstract will suffice), and how this research study specifically addresses the five criteria listed at the end of this application form upon which the ERB will base its decision.
 2. The full proposal or project document. This is requested only for the sake of cross-referencing in case something in the one-page summary is unclear, or if the applicant responded to the five criteria by referencing page numbers in the full document where each criterion is addressed.
 3. All research instruments to be used in the study, such as survey questionnaires or sample questions.
 4. Consent forms (if used), and any applicable translations.
- VI. The ERB will only process ethics review applications related to theses, dissertations, projects, and papers for publication or presentation in academic or professional forums.
- VII. ERB applications with incomplete or unclear information will be returned unprocessed and assigned a status of “Pending,” rather than “Granted” or “Denied.” The ERB committee will provide feedback as to which criteria were insufficiently addressed. Applications that are severely deficient in reference to the evaluation criteria will simply be assigned a “Denied” status with no further feedback from the ERB committee. Applications assigned a “Pending” status may be resubmitted for the next ERB meeting; additional meetings beyond the regular schedule will not be convened simply for the sake of reviewing a “Pending” application that has been updated.

- VIII. If data collection is being done for the exclusive purpose of fulfilling class requirements, the professor/class instructor will be responsible for overseeing and enforcing adherence to ethical practices. However, the same principles and standards of acceptable practice will apply.
- IX. ERB approval is required for all activities that include primary data collection involving human subjects. In addition, the following will also be subject to assessment and approval by the ERB:
1. Studies involving sensitive documentary sources (church, state, statutory bodies, etc.)
 2. Studies involving personal information related to individuals, living or deceased, whose disclosure may adversely impact the safety/welfare of individuals or groups

The ERB will base its approval on evidence in the proposal, data collection instruments and other supporting documents that:

- 1. Informed consent has been/will be secured before launching the study*
- 2. Possible risk of physical or mental harm is minimal or completely avoided*
- 3. Appropriate measures have been taken to ensure confidentiality*
- 4. Data collected is related to the research questions and no data is collected that has no bearing on the research*
- 5. Research participants are assured that they may withdraw at any time without prejudice or penalty*
- 6. Results from the study will be reported in aggregate whenever possible; if not possible, measures will be taken to ensure that the anonymity of the source(s) is guaranteed.*



THESIS/PROJECT/DISSERTATION PLAGIARISM STATEMENT

STUDENT NAME:

First name

Family name

STUDENT ID #:

DEPARTMENT:

THESIS/PROJECT/
DISSERTATION TITLE:

RESEARCH
COMMITTEE CHAIR:

DATE SUBMITTED:

Because AIAS upholds the values of excellence, honor, honesty, and academic integrity

1. I declare that this thesis/project/dissertation is my own work unless other authors are properly referenced, cited, or acknowledged, and consequently it avoids any issue related to the AIAS plagiarism policy. I declare that I am aware of the meaning of plagiarism and that this thesis/project/dissertation is free from plagiarism attempts.
2. No part of this thesis/project/dissertation was written by a third person in my name.
3. I declare that neither this work nor any significant portion of it has been submitted previously for academic credit at AIAS or another institution, or has been published in this form.
4. I have submitted an electronic copy of the thesis/project/dissertation by email or USB drive.
5. I acknowledge that this thesis/project/dissertation will be submitted to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking) or to other forms of plagiarism checking.

Student's Signature: _____

Date: _____

Signed form must accompany all work sent to the AIAS editor for the first time.



EDITING CHECKLIST

This form must be signed by student and research committee chair, and attached to ANY copy of the thesis/project/dissertation submitted to the AIIAS editor. **Note that** this checklist is a summary, and must not be used as a “Style Manual” for formatting purposes.

ORGANIZATION OF THESIS/PROJECT/DISSERTATION

Pagination

- _____ Every page after the abstract is counted (though on some pages the number does not show).
- _____ All page numbers are in the same position, centered .9” from the bottom of the page.

Preliminary Pages (lower case roman numeral page numbers)

- _____ 0. A blank page begins and ends the research (for binding)
- _____ 1. Abstract, approximately 350 words and 2 pages only
- _____ 2. Title page (page i, but no number shows)
- _____ 3. Copyright page
- _____ 4. Approval page (with original signatures in black ink)
- _____ 5. Dedication page (optional—if you use it, keep it short)
- _____ 6. Table of Contents (page numbering shows beginning here)
- _____ 7. List of Tables (only used if you have 5 or more tables)
- _____ 8. List of Figures (only used if you have 5 or more figures)
- _____ 9. List of Abbreviations (only if 5 or more, and if they are used at least 3 times)
- _____ 10. Acknowledgements (optional)

Body of Thesis/Dissertation (begins on page 1)

- _____ 11. Body of thesis/project/dissertation (divided into chapters)

References

- _____ 12. Appendix(es) with titles for each appendix
- _____ 13. References (APA)/Bibliography (SBL)
- _____ 14. Curriculum Vita (fits on one page; page number not shown)

SPACING

- _____ Titles of preliminary pages, major sections, and first pages of chapters begin at 2.0 inches.
- _____ Appendix cover page, title page, and dedication are centered vertically on the page.
- _____ Text is double spaced, beginning of paragraphs indented 0.5 inch, no extra space between paragraphs.
- _____ Single spacing is appropriately used for tables, long quotes (SBL), and bibliography/reference list.
- _____ Double space after chapter number, triple space between chapter title and text.
- _____ Triple space before and double space after subheadings within the text.
- _____ Two double spaces before and after tables/figures inserted within the text.

TABLES/FIGURES

- _____ Tables do not contain vertical lines and have few horizontal lines.
- _____ Tables/figures follow the initial reference in text.
- _____ Tables/figures are identified in the text by a number (e.g., Table 1; **not** Table 2.1, etc.).
- _____ Tables/figures are numbered consecutively throughout the document.
- _____ Table numbers and titles are typed **above** the table, figure numbers and captions, **below**.
- _____ Decimal points are vertically aligned.
- _____ Table number, title, and column headings are repeated if table is continued onto another page.
- _____ If a table/figure is taken from another source, the complete source is cited below the table.
- _____ Tables are consistently formatted, easy to read, and look nice on the page.

HEADINGS and SUBHEADINGS

- _____ Headings and subheadings are properly chosen and formatted.
- _____ No heading has only a single subheading under it.
- _____ Capitalization of headings follows AIIAS style.
- _____ Spaces above and below headings are correct.
- _____ No heading appears without at least two lines of text below it at the bottom of a page.

FOOTNOTES

(Mainly for SBL, but occasional explanatory notes may appear in APA).

- _____ If footnotes are used, they begin on the page where the citation is made.
- _____ Footnote is indented the same as the paragraph; the next line reaches the left margin.
- _____ Individual footnotes are single spaced with double space between footnotes.
- _____ Footnotes are continuously numbered throughout each chapter.

REFERENCES/BIBLIOGRAPHY

- _____ All entries are alphabetized and in correct format (either SBL or APA).
- _____ Web references have been tested to assure that the links work.
- _____ All reference entries for multiple authors are correct in the subsequent (reduced) form.
- _____ All footnote/in-text entries are in the bibliography/reference list, and (APA) all reference list entries are cited in text.

SPECIFIC APA RULES

- _____ When citing two or more authors, within the text the word *and* is spelled out, but in parenthetical in-text citations and in the reference list, an ampersand (&) is used.
- _____ For in-text citations, multiple works in the same parentheses are in alphabetical order, not chronological order (Alexander, 1999; Messman-Moore & Resnick, 2007; Veazey, 2003).
- _____ Numbers below 10 are written in words unless in a table or in the abstract (check exceptions).

SPECIFIC TURABIAN RULES

- _____ Round numbers or numbers below 20 are written out if not part of a descriptive report.
- _____ The symbol % appears only in tables.

MISCELLANEOUS FORMAT ITEMS

- _____ Thesis/project/dissertation body text is left aligned.
- _____ There is no numbering on any subheadings (e.g., Data Analysis, **not** 1.2.1 Data Analysis).
- _____ Dots in ellipsis marks are spaced (. . .).
- _____ Use abbreviations for books of the Bible.
- _____ In a numbered list, the numbers are indented one tab position; succeeding lines align under the first letter of the text.
- _____ There are no widows or orphans—a paragraph has two lines at the bottom or top of a page.
- _____ Page numbers in the Table of Contents, List of Tables and Figures correspond with actual text.
- _____ Dashes are formed by two hyphens—they have no space before or after them.
- _____ All statistical expressions in text and tables are italicized (e.g., *F*, *N*, *SD*, *M*, *n*, *p.*, etc.).
- _____ There is one space **before** and **after** mathematical signs (=, <, >).

I have personally checked the manuscript for all of the above items.

Student's Printed Name & Signature _____ Date: _____

Research Committee Chair's Signature: _____

Date: _____

Signed form must accompany all work sent to the AIIAS editor.



Theological Seminary DEFENSE REPORT

Name: _____ Degree Sought: _____ Date: _____

PRE-DEFENSE APPROVALS

Defense-ready agreement: _____ Date: _____
Chair Methodologist Member

Editor's approval for defense _____ Date: _____

Dean's Space

External examiner _____ Contact info: _____

Date received by the Dean: _____ Defense date _____

THE DEFENSE REPORT

Topic: _____

Result: Pass with no Revisions Fail
 Pass subject to Revisions

Recommendations of the Defense Committee (Attach additional sheet if needed):

- 1.
- 2.
- 3.
- 4.

When the modifications listed are completed, the document will be accepted. The committee chairman is empowered to verify compliance of these requirements.

Name, *Advisor*

Name, *Methodologist*

Name, *Member*

Name, *Internal Examiner*

Name, *External Examiner*

POST-DEFENSE REVISIONS

Revisions Completed Research Committee Chair Signature _____ Date _____

Editor's Approval Editor's Signature _____ Date _____

Advisor's Release Advisor's Signature _____ Date _____

Dean's Release Dean's Signature _____ Date _____

This document should accompany all theses/projects/dissertations submitted for the final time.

Appendix

Appendix A Outline of the Exegesis Paper

1. **Introduction:** State the problem and purpose of the study by asking significant questions of what to expect and what should be accomplished in this study. Note and discuss the history of major interpretations to this study. Delimit the study.
2. **Text:** Establish the text in its original language and provide the best possible translation.
3. **Historical Context:** Discuss the historical background of the text or allusions to history (authorship, main persons, events, dates, places, archaeological evidence).
4. **Linguistic Study:** Identify textual problems/irregularities, key words, grammatical and syntactical issues, Masoretic signs, etc.
5. **Literary Genre:** Identify the genre of the text (narrative, poetry, prophecy, law, genealogy, parable, prayer, dream, hymn, song, dialogue, speech, etc.).
6. **Literary Context:** Define and discuss the immediate literary context and larger context of the text under study.
7. **Literary Structure:** Note literary features (sentences, patterns, repetitions, parallelisms, chiasms, inclusion) and outline of the structure.
8. **Intertextuality:** Show how the text or segment of the text is used in the rest of the OT and NT.
9. **Theological Implications:** Identify the main theological concepts and issues raised and solved by the text and locate the relevancy and application of the text.
10. **Summary and Conclusions:** Needs to match with the introduction. Provide a brief summary of the study and give clear answers to the introductory questions (unique contribution may be mentioned).
11. **Bibliography:** Provide full data of books and articles.

An excellent exegesis is always supplied with appropriate footnotes, which are like windows to support what was stated in the text and provide additional material for further study.

For detailed information on how to exegete a biblical text, see

Broyles, Craig C. Ed. *Interpreting the Old Testament: A Guide for Exegesis*. Grand Rapids, MI: Baker Academic, 2001.

Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. Westminster John Knox, 2002.

Osborne, Grant. *Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Downer's Grove, IL: IVP Academic, 2006.

Website: <http://www.exegesispaper.com>

Appendix B

A Student's Chronological Guide to Empirical Research

The three stages for producing a thesis or dissertation are the preliminary stage, the committee stage, and the completion stage. The responsibilities of the student at each stage are delineated below.

A. Preliminary Stage

Much or all of this stage may be completed while a student is enrolled in classes full time: there is no need to wait until after completion of coursework to begin the research phase. Usually, the earlier you start the better the chances are that you will finish on time.

1. Complete the AIIAS research courses specified for the degree.
2. Search for topics.
3. Read widely in areas of interest.
4. Discuss possible topics with the academic program advisor and other professors.
5. Choose a viable topic in consultation with the academic program advisor and the proposed research committee chair.
6. Select a research committee chair in consultation with the department chair. Work with the research committee chair to select a balanced committee, which normally consists of three members.
7. Work with the research committee chair first, then with the whole committee to design the study, then to develop and refine the Topic Request (get a Topic Request form from the Dean's secretary).
8. When the proposed thesis/project/dissertation committee feels the document is ready, the research committee chair should submit one printed copy as well as an electronic copy of the completed Topic Request form to the Department/Program Committee for committee/department approval.

B. Thesis/Project/Dissertation Committee Stage

Proposal Stage:

1. No data involving human subjects can be collected before the completion of this stage, which is marked by the acceptance of the research proposal.
2. Locate materials needed for the development of the first three chapters of the thesis/dissertation. Read and take notes, being careful to fully document all sources and direct quotations including the page number.
3. Develop and secure the research committee chair's approval for a timetable for the major stages of the research process. Take into account committee members' travel schedules, teaching loads, vacations, or other appointments requiring long absence from the campus. If the absence will be detrimental to timely progress, ask the research committee chair to arrange for someone to fill in during the absence of the committee member.
4. Write the thesis/project/dissertation proposal one chapter at a time, presenting each chapter first to the research chair and then when the chair indicates that it is ready, to the committee members.
5. Rewrite and edit as indicated by the research committee chair, after reviewing committee members' suggestions.

6. When the research study has developed to a stage where the research questions and the methods to be used are defined (including population (if appropriate), instrument and data collection procedures), the chair will indicate that it is appropriate to initiate informal approaches to potential data collection sites to determine whether participation in the research would be acceptable.
7. Check all writing, including quotations, references, tables, and figures, as well as the reference list for accuracy and for conformity with APA form and style.
8. Submit the complete proposal to the research committee chair, then to the committee for approval. The chair will request an electronic copy at some point, to submit for plagiarism analysis. This is a normal step and is meant to help you to see how much wording you have borrowed from others so you can self-correct and does not mean you are suspected of any wrongdoing. Make any corrections indicated. This should be done before you send the Turnitin results to your research committee chair.
9. Make any corrections indicated and resubmit. Resubmit until the committee is satisfied.
10. When thesis/project/dissertation committee indicates readiness, the chair will call a formal meeting of the thesis/project/dissertation committee to discuss any concerns and to set a date for the proposal approval.
11. Once the proposal is ready for approval, it is time to seek Ethics Review Board (ERB) clearance.
12. The proposal approval is a closed meeting with the student, the thesis/project/dissertation committee, and the Dean or someone designated by the Dean. The approval consists of a short (usually 10-minute) formal presentation which synthesizes the motivation for the study, the methods to be used and the reasons why the study is important, followed by questions from the committee.
13. After the proposal approval, revise the proposal as indicated by the thesis/project/dissertation committee. The committee will sign the Proposal Approval form immediately following the meeting, but there are additional signatures which will only be added once everything is revised according to the recommendations. When the proposal is approved, ERB clearance is secured, and the instruments are ready the chair and committee will sign to permit data collection.
14. Editorial approval may begin at any time, but should not wait much beyond the proposal. Correct your mistakes before they become habits, and before you have made them in other chapters.

Data Collection, Analysis, and Writing Stage:

15. This is now the time to secure formal permission to conduct the study. Permission needs to be requested from appropriate authorities as soon as the thesis/project/dissertation committee has accepted the proposal and given approval to both the final form of the instrument(s) to be used in the study and the permission letter(s).
16. Proceed with the data collection and writing stage after receiving written approval from the thesis/project/dissertation committee.
17. Review the timetable, with the chair, adjusting it, if necessary, to take into account variation in progress vis-à-vis the original plan, committee travel schedules, teaching loads, vacations, etc.
18. Collect data. Consult the methodologist for advice and approval, if appropriate, of the form of data coding and computer entry of the data set for analysis. During analysis and writing of the Results/Data Analysis and Conclusions chapters, consult with the methodologist and other committee members to avoid extensive rewriting.
19. Proceed with writing as in the proposal stage, working closely with the research committee chair, then the committee for revisions and suggestions. Recheck references,

etc., for accuracy and APA style. Resubmit until the committee is satisfied. As with the proposal approval, the committee will meet formally and agree that the document is ready to proceed to the editor, then on to the defense.

20. Through the research committee chair, submit the entire work to the editor for double-checking. Use the Checklist provided to check for common errors before submitting your work. If there are many errors, the editor may ask the student to edit the paper before accepting the work.

C. Completion Stage

1. Work with the research committee chair to adjust the timeline for completion of the thesis/project/dissertation, allowing sufficient editing time and meeting time specifications set by AIIAS for events preceding the proposed graduation date.
2. When the research is complete, the committee should again meet to agree on readiness for defense. Once the editor's approval has been secured, defense-ready copies should be made for every member of the committee, including a copy for the Dean and the external examiner, where appropriate. Be sure to check to see which members would like to have an electronic or printed copy.
3. At this point, a defense date can be scheduled, which must be at least 3 weeks (2 weeks for a thesis) after the documents have been handed in. The defense must take place at least 4 weeks before the student's graduation.
4. Once the thesis/dissertation is with the committee, prepare an abstract of the thesis/project/dissertation of approximately 350 words (120 for a thesis). Work closely with the research committee chair to prepare and polish the presentation which will be made to the defense committee.
5. The thesis/project/dissertation defense usually follows the format below:
 - a. A 20 minute presentation of the major points of the research.
 - b. Questions from the research committee to which the candidate must respond.
 - c. The executive session, during which the candidate and visitors leave the room.
 - d. The announcement of the committee's decision, to the candidate.
6. After the successful oral defense, final corrections are made and handed in to the research committee chair or other designee and any other committee members who would like to see changes made to the document.
7. Once the chair is completely satisfied with the corrections, the thesis/project/dissertation is submitted to the AIIAS editor for final checking. This submission must take place at least 3 weeks before graduation, to allow time for editing. The editor will return the thesis/project/dissertation to the chair, who works closely with the student to make changes at this stage. The student makes the corrections indicated by the editor and receives the final release from the editor.
8. When the editor has signed the approval form, the thesis/project/dissertation returns to the chair, who signs the signature page of the dissertation and takes it, together with the approval form, to the Dean's office for the final approval signature for copying/ binding.
9. Make a copy of the completed signature page and submit it to the Registrar. This must be submitted at least one week before graduation.
10. The original signature page form becomes part of the student's copy of the thesis. Make the required number of copies of the document, and have them bound. Three copies of the thesis/dissertation go to the library (one is for the National Library), one to the Dean, and one to the research committee chair. The original is for the student. Be sure the cover

and spine conform to the Theological Seminary standards (check with the Dean's secretary).

11. Copying and binding is done in consultation with the Dean's secretary and submission of the electronic copy is done in consultation with the editor and the Systems Librarian. Final Clearance signatures may be secured from the Dean and the Library once all dissertation copies have been submitted.

Appendix C
**A Research Committee Chair’s Chronological Guide
to Empirical Research**

1. Upon accepting to chair a thesis/project/dissertation committee, the research committee chair helps the student put together a committee of individuals who are interested in the proposed research and able to contribute to it. At least one member should be experienced in the content area, and at least one should have experience in the proposed methodology. One member of the committee could be a faculty member outside the department. It is good practice to discuss the topic and the proposed research committee members with the department chair as soon as possible. The department chair, at the Topic Request phase of the study, will need to approve the proposed committee members..
2. Guided by the research committee chair, the student designs his/her study. The chair should be proactive, as many students are hesitant to approach their research committee chair when they are unsure of what to do. At this stage the committee should be active, meeting with the student, methodologist, and research committee chair, as well as consulting with individuals not on the committee. The writing of the Topic Request is secondary to the design. To make a good design, the student needs to read enough to know what research has been done, and what “gap” in the literature needs further study. A good step-by-step process to guide further literature review is presented in the book to be used by all students writing a research study, *Writing the Winning Thesis or Dissertation* (Joyner, Rouse, & Glatthorn, 2015). As this becomes clear, the student writes the Topic Request, which is revised by the research committee chair, then by the proposed committee.
3. The Topic Request needs to contain enough detail to show that the study constitutes original research, has a reasonable design, and addresses basic ethical concerns. If the research instruments have been chosen, they should be included. Once the committee is satisfied, they sign the topic request, indicating their acceptance of the document AND their willingness to serve on the committee. The presentation (format, grammar, organization) of the topic request should be indicative of the quality of work that can be expected in the completed thesis/project/dissertation. At least one printed copy and an electronic copy in Word of the Topic Request must be submitted to the Department Chair for departmental committee approval and forwarding to the Programs Committee. The committee composition is approved by the Programs Committee with recommendations from the departmental committee. AdCom approval is also necessary if the study involves AIIAS participants; this is indicated by the Department. The Research Committee that approves the Topic Request is made up of the three committee members, the Dean, and the APRC director, or an alternate, if either of these are members of the committee.
4. Once the topic is approved, the research committee chair works with the student and the committee to put together the proposal, which is usually the first three chapters of the thesis/project/dissertation. This is also the time to finalize details about the instrument to be used, and to secure any formal permissions needed from organizations or institutions.
5. If the research committee chair is unavailable for a period of time, he/she should arrange for someone to lead out during the absence and this should be documented in writing. Any committee changes should be addressed through the Department chair.
6. As part of the process of editing a student’s work, the chair will ask the student to submit an electronic copy of the document, at some point, to the software program TurnItIn for plagiarism analysis. This is a normal step, and is meant to help the student to see how much wording they have borrowed from others so they can self-correct and does not mean they are

suspected of any wrongdoing. This step may be repeated at any time during the research process. Assistance may be sought from the APRC office.

7. A student's work may be submitted to the editor at any point the research committee chair recommends. It may be wise to submit a document near the beginning of the process, so that a student can learn the types of errors that must be corrected. It is easier to prepare a clean document than to make corrections after the fact, so early advising is wise. The Writing Center, in the Library, is a good place to obtain help with writing and formatting issues.
8. When the research committee chair is satisfied with Chapters 1-3, they may be given to the entire committee. Some committee members prefer to receive research one chapter at a time. Expectations of this nature should be discussed and agreed on by the committee as they work together. When the committee agrees by consensus that the student's document is acceptable, the proposal approval defense may be scheduled.
9. The proposal approval defense is a closed meeting with the student, the thesis/project/dissertation committee, and the Dean or his/her designee. The student briefly presents (10 minutes) a summary of the purpose, research questions, goals, and methodology of the study. Committee members then ask questions to clarify doubts relating to any of these issues, or note organization, format, clarity, or language problems. If the proposal is accepted, the members of the committee sign, usually with a list of recommended corrections, which the research committee chair supervises. Once the research committee chair is satisfied that the revisions are completed, he/she signs permission for the document to be sent to the editor. If the changes suggested are substantial the committee members are to review the changes to determine whether the changes to the document are acceptable. In addition, any member may request to review the document changes even if the changes may be viewed as minor.
10. Once the proposal is considered ready for approval, the student should complete the form for the Ethics Review Board (ERB) when the research involves humans. This approval is needed before the proposal approval is finalized. After ERB approval, when the research committee chair and methodologist are satisfied with the instruments and the method, they sign their approval for the student to collect data.
11. As the student works with the data, the methodologist will become more involved, particularly in helping the student enter and format the data, and do the preliminary analyses. However, the research committee chair should still be the first point of contact, and should at least do a preliminary check of documents for logic, grammar, format, etc., before they go to the methodologist.
12. As the thesis/project/dissertation process draws to an end, the student will spend more time waiting for editing, which can be frustrating. Try to see that the student has something to write/do while waiting for revisions (the defense presentation, curriculum vitae, abstract, final check of references, etc.). Be sure to discuss deadlines with the student and make sure they can be met reasonably.
13. For a dissertation, the research committee chair needs to discuss possible candidates for an external examiner with the student, the Department Chair, and the Dean. The final decision and the responsibility for contacting the external examiner rests with the Dean. An external examiner is not required for a thesis.
14. Preparation for the defense requires committee consensus and the AIIAS editor's approval. Wise direction will mean less delay at this point. There are peak times for the editor; try to utilize off-peak moments whenever possible. Once all permissions are secured, copies (members of the committee should request either a printed or electronic version) of the defense-ready document must be turned in to the Dean's office together with the *Defense Report* form. The student should check with the research committee chair on how many copies need to be a printed, based upon committee members' preferences, and how many members prefer electronic copies. At this point, the defense can be scheduled. The committee

and the internal and external examiner have at least 3 weeks before the scheduled date of defense of a dissertation to review the document. **The dissertation may not be submitted to an internal or external examiner before the editor's approval, unless specifically asked for by the two examiners.** A thesis committee is given 2 weeks to review it before the date of the defense.

15. Students must access the editor through the thesis/project/dissertation chair. The document should be as clean as the student can make it before it goes to the editor. The *checklist* must be attached with signatures showing that the student and the editor have checked the document for common errors before presenting it to the editor. If multiple errors are found in the document, the editor will return it to the chair with explanations of what must be done before resubmission. Faculty are reminded that the editor's job description includes serving as a resource person if faculty have questions about proper format, and final editing of the thesis/project/dissertation.
16. The thesis/project/dissertation oral defense is an open meeting, to which the public may be invited. The Dean's office arranges the venue, schedule, date, and prepares public announcements of the defense. The student presents a formal 15-20 minute summary of the research, including the motivation, research questions, major findings, and recommendations. The research committee chair should work closely with the student to polish the presentation and plan for smooth delivery; giving counsel about how to select and emphasize the most important aspects of the study, kinds of questions to expect, and the nature of the proceedings in general.
17. In preparation for the oral defense, the chair is strongly encouraged to hold a pre-defense (mock defense) with the candidate within the last three weeks before the public event
18. The student will often prepare power point slides to assist in the defense presentation, which should be summative, rather than exhaustive. The slides should support, rather than replace, the student's presentation, which should focus on findings and conclusions. The student is responsible for this presentation but the chair should support the process. Electronic equipment used for the defense needs to be in place and tested at least 15 minutes before the defense.
19. After the defense, the committee usually signs the Defense Report form, and the chair supervises revisions and does not sign the research approval page until the document is ready for binding. If the changes suggested by the committee are substantial, the committee members are to review the changes to determine whether the changes to the document are acceptable, before they sign the report. When the chair considers that all corrections are made, he/she signs the bottom of the Defense Report form and sends the document to the editor for one last check. The final document must be given to the editor no less than 3 weeks before graduation. After the editor signs, the chair signs the approval page of the dissertation, followed by the Dean, after which the copies are made and the document is sent for binding. The chair holds both the Defense Report and the approval page until the final signatures are in place. A copy of the approval page with all signatures on it must be in the Registrar's office no later than one week before graduation. Students who have handed in the signature page to the Registrar's office before registration do not need to register for the next term.

Appendix D

Tips for Making Student Research Publishable

A publishable paper is different in several ways from the typical class paper. Usually it contains primary data, or presents new ideas. Before preparing a publishable article, decide which journal you will submit it to. Study the articles in that journal and the guidelines for authors which the journal provides. These instructions regarding content, format, and submission, must be followed exactly and in detail.

Publishers expect articles to be clear and succinct. An article will be shorter than the paper on which it is based. The basic parts, however, must appear. For a theological paper, the parts are as follows: 1. Introduction (containing statement of problem, purpose, and procedure followed (where the research started, what kinds of sources were used, etc.). 2. A review of literature may or may not be needed. Often that information appears in the footnotes. 3. Analysis of the topic (this may be historical or topical). 4. Conclusion, where the author sets forth the "so-what" of the information presented. The parts of an empirical study are included in the explanation below, which has been prepared for empirical research; however, students preparing an article for a theological or ministerial journal will also find it helpful.

Student paper	Publishable paper	How to get there
Can tend to be wordy, unedited.	Tight, no wasted words, highly polished.	Write it, then edit it repeatedly using other readers if possible, until output is high quality.
Can appear as if the student is trying to stretch the paper to meet the minimum length requirement.	General feeling that the author has more to say than what will fit and is trying to reduce the paper to meet the maximum length allowed.	Start with a slightly longer paper and reduce it. Often you need to begin with 30-35 pages and reduce to 25.
Often lengthy general introduction.	Introduction and Literature Review are usually combined and point to the need for the present study.	Keep introduction short. Write a paragraph or two, and move directly into your study. The introduction must convince readers of the timely relevance of your study and show its place in current research.
Literature Review is lengthy, contains a lot of general information, not many primary sources. Often does not give reasons for inclusion of information.	Literature review is focused and relatively brief. It contains mainly primary studies closely related to the research, not general, introductory sources or tangentially related past work.	Read the general introductory studies for your own information, if needed, but do not put them in the introduction. A dissertation contains a general literature review occupying a whole chapter which an article leaves out.
Frequent use of poor quality sources, such as general internet articles on a topic, textbook explanations, Wikipedia definitions, etc.	Sources must be recent, and closely related to the study. High quality sources, such as journals, recently published books, and primary studies are used. Review articles can be useful summaries or sources of expert opinion. Breadth is sought to include multiple perspectives.	Seek out high quality sources, especially primary studies that are directly related to your study. Ask more from your sources. Mediocre sources make a mediocre paper. There is plenty out there—make the effort to find the good stuff.
Tends to use a lot of quotations, even lengthy ones.	Few quotations, but many references; often multiple ones in the same area reinforcing a point of view or line of research.	Make sure you understand what is being said, and summarize/reduce bulky ideas into smaller spaces using the support of multiple sources.
Tends to rely heavily on a few sources	Much more breadth of sources; not overly dependent on a chosen few.	Find out who are the key authors in a field and cite them, but seek breadth, as well as depth. One article per area discussed is not sufficient coverage.
Analysis is heavily tied to ideas found in the literature. Little original thought is evident.	Independent thinking is clearly demonstrated; ideas come from the author as well as the literature; value added by the author is clearly demonstrated.	Read more. Think more. Do not write the first thing you see. When you have read more deeply and widely, you will begin to have your own expertise to write about. Be careful to link your own ideas to sources contributing to or sharing perspectives you develop.

Student paper	Publishable paper	How to get there
Plagiarism is not always carefully avoided. Sometimes this is due to poor technique, sometimes because the student does not believe it is important.	Plagiarism has no place here. Quotations and ideas of others are carefully referenced.	This is an area which must be carefully guarded in all papers. Reference carefully at all times; take special care with internet sites to acknowledge authorship correctly. For help with electronic sites, see http://owl.english.purdue.edu/owl/resource/560/10/
Personally created summaries, lists, tables or figures are rare; any found in the text are usually quoted.	Appropriate summaries, figures, tables, or lists are generated when analysis requires some creative form of synthesis to describe what was learned. Figures from others are almost never reproduced.	Seek opportunities to summarize combine, create, construct, and share ideas in the form of personally created tables, figures, or graphs. These are fine outputs for the analysis you should be doing. Resist the temptation to quote other people's analyses in your paper—just reference them.
The referencing style is often followed mechanically, but not well understood.	Evidence is given of clear understanding of the referencing style, be it APA (see https://apastyle.apa.org/blog/basics-7e-tutorial), or SBL (see https://sblhs2.com/index-of-posts/).	Follow carefully the style manual indicated by the journal in which you wish to publish. Thoroughly learn the reference style required. Have others who know it well check your paper.
Headings are frequent, but not always meaningful.	Headings are carefully planned to divide a piece into sections and subsections.	Edit your headings specifically. Don't overuse them. Consider the organization of your piece so that the headings help structure your article. Ask for expert opinions.
Quotations are often introduced in a wordy way that does not show true analysis of what was said.	Quotations are rare; ideas from sources are analyzed and compared with ideas from other sources. The referencing style shows source information, leaving the writer free to make analytical comments.	Practice this. Make sure every word counts. Do not begin sentences with authors' names but rather with ideas. Compare/contrast and synthesize relationship ideas adequately.
Often repetitive, loosely organized.	Tightly organized by topic, with each topic being addressed once—no repetition.	Write an outline first; check the organization before you finish. Print the article and check its organization, making sure that all similar ideas are in the same place or are clearly associated by linking terms. Do not repeat yourself.
Method section tends to cover several pages.	Method is almost like a formula—it is concise, dense, and short—usually only a page or so. Much of the ethical and data collection details are left out and presumed to be cared for by the author.	From the description of the methodology in your paper, create a more concise explanation, following the norms of the discipline. A dissertation will have much more detail in the method than an article.
Analysis is often bulky and repetitive.	Analysis is as concise as possible. Tables and text overlap very little, but rather, complement each other. Comments and references to relevant literature are made when appropriate.	You may need to write out a bulkier data section at first and then reduce it. Do not repeat yourself or describe uninteresting data. Tell the important parts and say that the rest confirmed prior research was insignificant, or contributed no new knowledge.
Analysis tends to be driven by numbers which are sometimes not interpreted adequately and are often awkward to read.	Analysis is written in as simple a language as possible, highlighting meaning, interpreting statistics to confirm trends or hypotheses and practical applications to the ideas of the research study.	Editing is needed here. Early drafts look more like plain SPSS output. Later drafts will read more like a reasoned explanation or expository story, with numbers for support.
Conclusion tends to repeat analysis, rather than bringing something new.	Conclusion puts together all the pieces found in the analysis (without necessarily restating them) and analyzes the whole, bringing in references to literature, interested parties, etc. The conclusions are tied to the data, but clearly represent the author's explanation of the meaning of the data.	This requires careful writing, personal critical thinking, disciplined creativity in forming new syntheses suggested by the data and discussion with your research committee chair. Put your ideas in your writing; test them on your research committee chair. Write, and be prepared and willing to rewrite. Do not repeat here. Conclusions should be short, meaningful, and powerful.



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